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# The Spectator

Thursday, April 5, 2018

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Number 22

*Publishing the Truth, From Good Motives and For Justifiable Ends*

# Darren Walker, Ford Foundation President, to deliver Commencement address

**by Charles Dunst '18**
*Editor-in-Chief*

According to the administration, Darren Walker, president of the Ford Foundation, will give Hamilton College's 2018 Commencement address and receive an honorary degree as well.

Walker was a member of the first class of Head Start in 1965 and graduated from the University of Texas at Austin in 1982; he also received a Juris Doctor from Austin's School of Law. University of Texas, in 2009, recognized him with its Distinguished Alumnus Award — its highest alumni honor. In 1995, Walker left the corporate world, volunteering at a school in Harlem, NY, eventually becoming chief operating officer at Abyssinian Development Corporation, a community-development group also based in Harlem. In 2001, Walker became the Director of the Rockefeller Foundation's U.S. Program, a position in which he served until 2005, when he became the Vice President of Rockefeller's Foundation Initiatives. At Rockefeller, Walker oversaw programs including the post-Hurricane Katrina Rebuild New Orleans initiative.

In 2010, Walker moved to the Ford Foundation, becoming the Vice President for Education, Creativity and Free Expression. Following three years in this position, in 2013, Walker was selected as Ford's next president; he continues to hold this position. As president of the Ford Foundation, Walker manages a social justice philanthropy with a $13 billion endowment and $600 million in annual grant making. He chaired the philanthropy committee that brought a resolution to Detroit's bankruptcy. He is also the co-founder and chair of the U.S. Impact Investing Alliance.

Walker has been widely praised by philanthropy peers. "I've never seen anyone with a better capacity to move across sectors than Darren," Judith Rodin, president of the Rockefeller Foundation, told The Chronicle of Philanthropy. Irene Hirano Inouye, chair of Ford's Board of Trustees said that Walker is "an excellent leader for a global organization with grassroots sensibilities, and we're very proud that he emerged from within Ford's own pool of talent."

In addition to Walker, honorary degrees will be awarded to Nan Aron, founder of Alliance for Justice, John Rice '78, former vice chairman of General Electric and a Hamilton College life trustee, and Anne-Marie Slaughter, president and CEO of the think-tank New America.

Nan Aron's Alliance for Justice is a judicial advocacy group in the United States. Aron is nationally recognized for her expertise in public interest law. She is the author of Liberty and Justice for All: Public Interest Law in the 1980s and Beyond. She received her bachelor's degree from Oberlin College and her J.D. from Case Western Reserve University School of Law. She has taught at Georgetown and George Washington University Law Schools, and serves on the Dean's Advisory Council at American University's Washington College of Law.

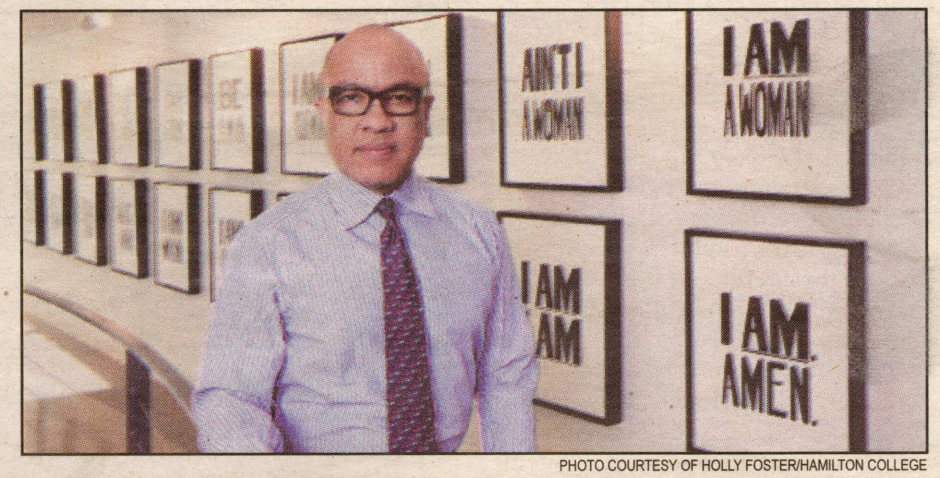


PHOTO COURTESY OF HOLLY FOSTER/HAMILTON COLLEGE

**Darren Walker currently serves as president of the Ford Foundation and will also receive an honorary degree at Commencement.**

Hamilton College life trustee John G. Rice was vice chairman of GE; since November 2010, he had led the company's global operations. He retired from GE effective April 1, 2018. Immediately prior to his most recent role, he served as the vice chairman of GE and the president & CEO of GE Technology Infrastructure.

He graduated from Hamilton in 1978 with a bachelor's degree in economics. Rice is also a trustee of Emory University in Atlanta, GA and serves on several other boards including Li and Fung Limited; Baker Hughes, a GE Company; the International Advisory Board of the King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia; and the Foundation for the Centers for Disease Control and Prevention in Atlanta.

Anne-Marie Slaughter is the president and CEO of New America. Founded in 1999, New America is a think tank and civic enterprise committed to renewing American politics, prosperity, and purpose in the Digital Age. Slaughter is the Bert G. Kerstetter '66 University Professor Emerita of Politics and International Affairs at Princeton University. From 2002 to 2009, she served as dean of Princeton's Woodrow Wilson School of Public and International Affairs.

Slaughter has written or edited seven books and is a frequent contributor to a number of publications, including *The Atlantic*, *Financial Times*, and *Project Syndicate*.

The Commencement address and awarding of honorary degrees will take place on Sunday, May 20, at 10:30 AM in the Margaret Bundy Scott Field House.

# Students voice concerns over mental health, sexual misconduct at Town Hall

**by Benjamin Katz '20**
*News Editor*

On April 2, Hamilton College held its inaugural "Town Hall" event for the purpose of discussing salient issues on campus. Billed as an event meant to bring students together along with faculty and staff to discuss free speech, mental health, sexual assault, racism and (in)tolerance, the nearly two and a half hour event featured both a session focused on airing complaints, and one meant to build consensus around solutions to these issues.

**Editor's note:**

On March 28, The Spectator ran an article titled "Hamilton senior struck and injured in motor vehicle accident on College Hill Road" which implied that Tyler Rhind '18, the senior struck by the vehicle, was hit while crossing College Hill Road. This was incorrect; Rhind was walking on the side of the road. We sincerely regret the error.

The Town Hall came the day after the release of a letter from the parents of the late Graham Burton, formerly a member of the class of 2019 who took his own life on campus in December 2016 during finals week. Initially sent to the college on March 27th, the letter outlines the events preceding Burton's suicide, and the alleged inaction of the college in preventing Burton's death. Specifically, the letter notes that while six members of the college staff and faculty had expressed concern regarding Burton's mental health, including an Associate Dean, Burton's case was not referred to the Students of Concern Committee, and his parents were not notified. The letter calls for an outside panel to review the college's policies towards students with mental health concerns, and for faculty, students, and staff to undergo annual trainings centered around mental health.

In an already scheduled meeting on April 1, Student Assembly discussed the ramifications of the letter for over an hour, and President of the College Dean Wippman and Dean of Students Terry Martinez were on-hand to answer questions from members of Student Assembly, and other students who attended the meeting. Nadav Konforty '20, the President of Student Assembly, reflected that while "I know to some extent, we can't control everything and as students we can advocate for policy even if we can't write them. We can also take care of each other and create the community for our campus."

At the Town Hall, students first discussed the elements of Hamilton that they liked, before diving into the issues on hand. Among other facets of Hamilton, students discussed that they liked everything ranging from acapella groups, to the season of Spring.

Next, students discussed the issue of mental health on campus. Specifically, students, faculty, and staff discussed their concern about a culture of so-called "stress olympics" at Hamilton, where students compete to see who can handle the most work, and about a lack of appointments at the counseling center. Furthermore, they discussed a lack of institutional guidelines for coordinating exam schedules and the amount of nightly work, as well as the lack of an actual reading period before final exams.

Regarding free speech, students, faculty, and staff discussed the difficulty of being queer on campus, with regards to other members of the Hamilton community using proper pronouns.

*See* **Community,** *page 2*

# Community members engage on range of topics at College's Town Hall

*From* **Students,** *Page 1*

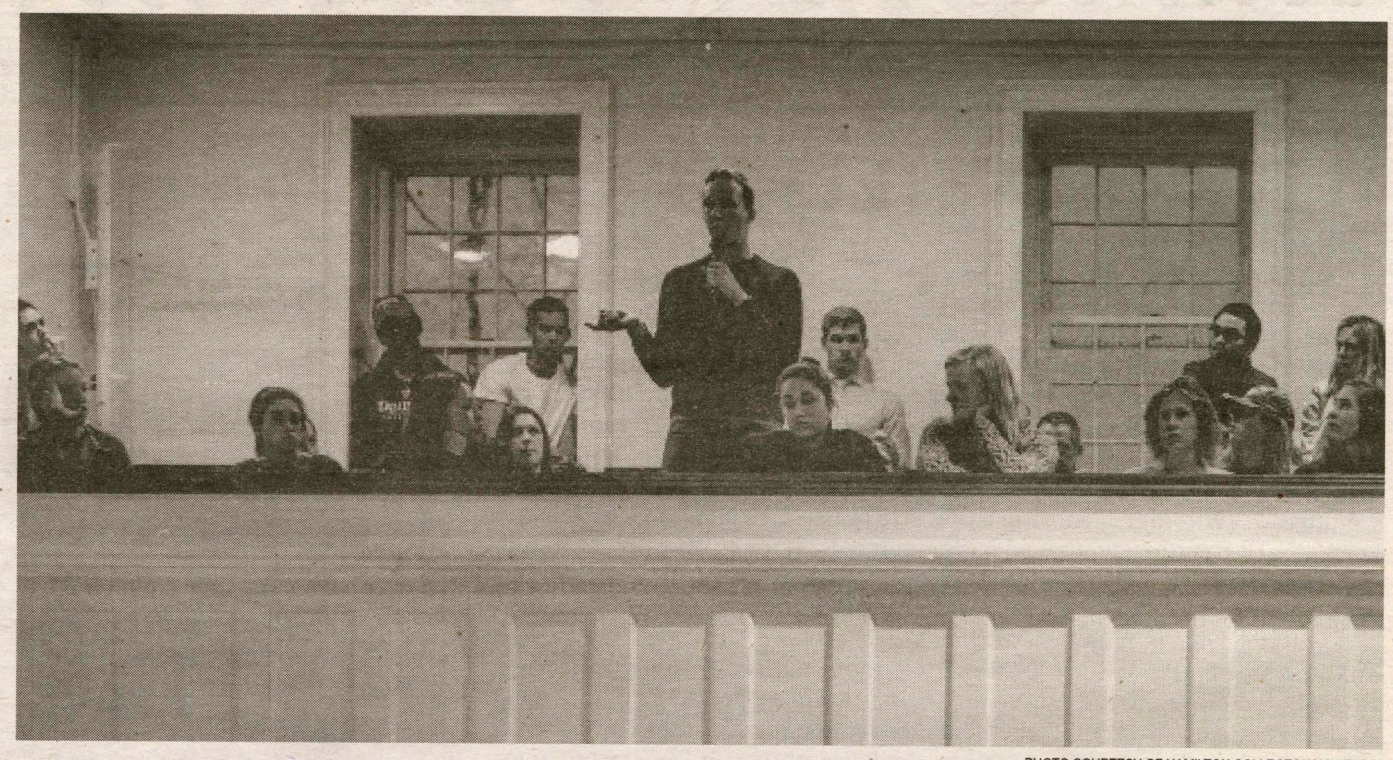

PHOTO COURTESY OF HAMILTON COLLEGE/NANCY FORD

**Geoffrey Ravenhall Meinke '20 was one of many students who took turns asking questions, listening to their peers, and sharing their own stories about their experiences on the Hill.**

Furthermore, students, faculty and staff debated to what extent there was a dominance of Western thought and culture in the classroom, and whether politically conservative and right-wing views were stigmatized. Along these lines, students, faculty, and staff discussed a survey that revealed 20% of the student body supported using violence to shut-down speakers they deem offensive.

On sexual assault and harassment, students, faculty, and staff discussed how programming regarding sexual misconduct during orientation was oriented towards placing responsibility on the victim, as opposed to the responsibility being placed on male students. Students, faculty, and staff also explored the role of secret and underground societies in sexual misconduct, and the role of party culture at Hamilton. In addition, students, faculty, and staff complained about the lack of "blue lights" on campus, and implementing additional training for administrators and campus safety.

On racism and intolerance, students, faculty, and staff felt there was a greater need for the discussion of current events in class.

Chidera Onyeoziri '18 initially proposed the idea for a Town Hall to Student Assembly. She told the Hamilton news website that "the overall goal was to get students, faculty, and staff together to collectively reflect on campus culture in a way that was not reactionary but proactive, and as a consequence spur a culture of honest and meaningful dialogue."

# College hosts lecture on flood mapping by Syracuse professor Sarah Pralle

**by Sarah Salimi '20**
*Staff Writer*

On Monday, April 2nd, Dr. Sarah Pralle was invited to speak at the College. Dr. Pralle is an Associate Professor of Political Science at Syracuse University's Maxwell School whose research centers on environmental advocacy and policy. Her talk was entitled "The Politics of Flood Mapping and its Implications for Climate Change Adaptation." It was hosted by the Environmental Studies Program and the Government and Geoscience Departments.

Dr. Pralle began with the realization that flood mapping is flawed. When FEMA began a remapping process pursuant to the National Flood Management Program in 2000, there was a generalized consensus that existing maps were not accurate. However, now the accuracy of the new maps is being questioned. The five basic problems are as follows.

First, flood maps, as they currently exist, are misleading because they suggest that risk is an "in or out phenomena," rather than a spectrum of risk. They lead us to believe that if you are in a flood zone area, you are at risk, whereas if you exist outside of the region's border, you are not at risk. This gives people a false sense of security because risk is a continuous variable, and the only people who are really risk-free are those who live, say, on the top of a mountain.

Second, flood maps falsely assume that areas behind levies are not at risk for flooding and therefore these areas do not appear on maps. However, this magnifies risk because people can make decisions to live in these areas, thinking that they are immune from any risk of flooding, and then experience this calamity without even knowing it was a possibility. It is important to remember that levies can fail, especially if they are not maintained; therefore areas behind levies should not be excluded from flood mapping.

Third, maps seem to suggest that the amount of risk for all properties within a given designation is the same, when this is not the case. I One house may be flooded three inches, and another home may be flooded three feet. Moreover, houses in lower income areas are more vulnerable than more affluent one because of a lack of resources. Thus, even if both neighborhoods have the same flood risk designation, the magnitude of the risk both experience is not the same after considering this social, or resource-based, vulnerability.

Fourth, the flood maps that are currently used for regulatory or insurance purposes don't indicate future risk. Flood risk is calculated using reflections of past and present risk. At best, these maps indicate the current risk of flooding, which is not especially helpful in an age of climate change. Essentially, these diagrams are reflecting static predictions in a changing world, which is of little use to homeowners.

Finally, these maps might not even reflect the best current predictions of flood risk. Although FEMA is supposed to redo the maps every 5 years, often times the date on the map changes but the actual map reuses the same data. This may occur when the paper copy of the map is digitized, for example. Or, a small part of a much larger region may be remapped, and the map will still be considered "updated."

These five realizations lead to the larger conclusion that mapping is not an objective or purely technical process, but instead involves political decisions that affect how risk is calculated and displayed. Homeowners, particularly in middle and lower class communities, tend to be opposed to having their regions remapped. This is because the main use of flood mapping is for insurance purposes. If citizens' homes are remapped within a flood zone, whereas before they were not, they will now have to pay premiums, which are generally about 700 dollars a year. For many families, this is simply not an affordable option. Moreover, being mapped into a flood zone may make it harder to resell a property, placing homeowners in a double bind. They cannot simply abandon their homes without sacrificing the equity they have built up, but they must also deal with added costs. As such, citizens tend to petition local and state legislators to reduce or postpone the remapping process. Politicians are generally inclined to meet these requests because historically, legislators who have fought to reduce the flood zone have gained favor with both their communities and the media, boosting their reelection prospects.

Dr. Pralle argues that while political engineering on the part of citizens and legislators might be a legitimate short term solution to help homeowners avoid unaffordable or unwanted costs, it will not work in the long term. Not only does the current status quo favor more affluent communities, whose greater access to resources makes them more able to fight the remapping process; but, in the event that these unmapped areas do flood -- and they will with increasing frequency, due to climate change -- homeowners who need bailouts but have not purchased insurance will have to pay out of pocket, or rely on whatever federal emergency funds will be allotted to them. This is not a sustainable long term solution.

Moreover, premiums will go up as the size of the floodplain is reduced and less people will be required to buy insurance, creating an increased financial burden for those people who are still at risk for flooding.

Instead, Dr. Pralle argues that a more tenable and ethical long term solution would be creating an insurance program that covers all kinds of disasters that everyone would buy into. This would include not just flooding, but droughts and heat waves, winter storms, tropical cyclones, wildfires, and severe local storms. It would ensure that people from all parts of the nation would benefit – even if you don't live in a flood prone area, it would still be in your interest to buy in because it may offer other protections that you can foresee yourself as needing, such as wildfire protection.

Moreover, mandating that everyone buy into it would make premiums go down, making the program more affordable for all.

In a world of ever-changing climatic conditions, such a program might be the contingency plan that homeowners nationwide will need to adapt to the changing world, and it might succeed in doing so in a way that reduces the inequities of the current model.

# College releases Regular Decision admission decisions to incoming Class of 2022

**Erica Ivins '21**
*Contributing Writer*

As the end of the spring semester approaches for students, April and May mark the beginning of many future students' time at Hamilton. The accepted Class of 2022 has achieved new records and heightened the College's standardized testing scores, top percentages and overall admission expectations.

Accepted Regular Decision applicants received their welcomes on the online student portals on March 23, marking the day when over a thousand perspective students would begin to consider Hamilton as their future home. "Our decision notifications were released in late March, and at that point (and still), 1,300 students will have been admitted to Hamilton," said Monica Inzer, Vice President for Enrollment Management. "Applications for the Class of 2022 reached a record-high 6,240. This is a 10 percent increase over last year's 5,678 and compares with 5,230 in 2016 and 5,434 in 2015. This is the first time application numbers have surpassed the 6,000 mark in Hamilton's history."

The College's acceptance rate lowered almost four percent, making Hamilton's selectivity more competitive for this year's applicants and future prospective students. Inzer reported, "our current acceptance rate of 20.8 percent is our lowest on record in comparison with our final acceptance rates of 24.2 percent last year, which was our prior low, 26.1 percent in 2016, and 24.8 percent in 2015."

In regards to standardized test scores, both the ACT and SAT average scores increased based on the applicant pool for the Class of 2022. "This year's average ACT composite for admits is 33, which is equal to last year and compares with 32 the last two years," said Inzer. "The average SAT for admits is 1462, making it exactly 20 points higher than last year's average of 1442."

Based on the applicants from the accepted pool who could report their high school class ranks, almost all of them ranked in the top 10 percent of their class. Inzer said, "For the 35 percent of admits who attend a high school that ranks, 87 percent ranked in the top 10 percent of their class — this compares to 85 percent last year, 83 percent in 2016, and 85 percent in 2015."

Students accepted for the Class of 2022 come from many different states and countries around the world. "Our current admits hail from 46 states and 25 countries ranging from Australia, Greece, and Hungary to Kazakhstan, Morocco, and Thailand," said Inzer. "The most represented states include, in order: NY, NJ, MA, CT and CA tied for 4th, and FL and PA tied for 6th, IL, TX, VA, and MI."

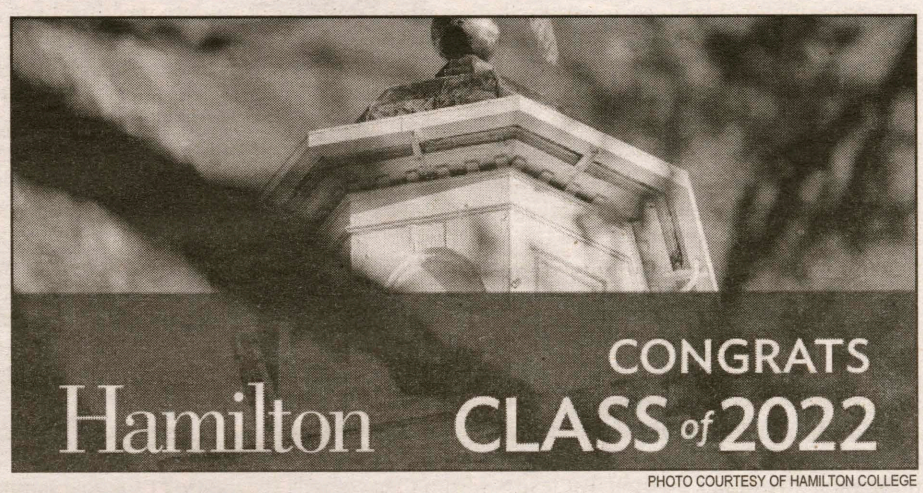

PHOTO COURTESY OF HAMILTON COLLEGE

**The incoming class of 2022 boasts the lowest on-record acceptance rate at 20.8 percent.**

While the demographic percentages of this accepted class remained the same as last year, the College has still seen an increase in diversity over recent years. "32 percent of admits identify as Black, Hispanic/Latino, Asian American, Native American or Multiracial, which is an equal percentage to last year," said Inzer. "However, this still marks an increase in comparison to 2016's 28 percent and 2015's 26 percent."

Gender ratios also remained close to the ratios of past years. Inzer stated, "55 percent of admits identify as female and 45 percent as male. This compares with 54 percent/46 percent last year, 56 percent/44 percent in 2016, and 54 percent/46 percent in 2015."

According to Inzer, students should expect to see many visiting prospective students at the upcoming Accepted Students Day, which falls on April 16 this year. "April is a busy month for Accepted Student Visitor Events, and deposits are due Tuesday, May 1," said Inzer.

"Now [Admissions'] focus shifts to see which students will accept our invitation before determining if we will offer admission to any students from the waitlist."

# Five Hamilton seniors awarded Fulbright English Teaching Assistantship, others have yet to hear

**by Isabel Kierstead '21**
*Staff Writer*

Five Hamilton seniors, Elza Harb, Deasia Hawkins, Allison Zuckerman, Emma Morgan, and Rachel Alatalo have recently been awarded the Fulbright English Teaching Assistantship, which allows for those on the grant to help teach English internationally. Additional students may receive Fulbright opportunities in the coming weeks, as notification is staggered by country. The Fulbright Program is currently the largest U.S. exchange program, and funded by the U.S. Department of State .

Harb has previously worked with Project SHINE, a Hamilton College service program that helps teach English to immigrants and refugees in the Utica area. Already fluent in Arabic, and professionally proficient in Italian after having studied abroad at the Umbra Institute in Perugia, Harb hopes to add Greek as a fourth language.

"The Fulbright application process was very long, but luckily Ginny Dosch at the Fellowship Office was extremely helpful along the way," said Harb. "She guided me through and I'm very grateful."

Along with an extensive knowledge of language and other cultures, she interned for Mayor Rahm Emanuel in Chicago, working with global affairs and partnership strategies. She was also a legislative intern at Congressman Mike Quigley's Chicago office.

Harb has also been active within the Hamilton community, having previously taken on a leadership role with the Career Center and assisting with panels. She has also worked with alumni by bringing them to campus to discuss government and law careers. Harb has further involved herself on campus as an *Enquiry* politics staff writer, and both an Italian tutor and ESOL tutor.

"Hamilton taught me how to communicate effectively, which I think is such an important skill, especially in doing a Fulbright," said Harb. After teaching in Cyprus, she hopes to continue being involved in international relations and diplomacy, applying skills from both Hamilton and her Fulbright experience.

Hawkins will be traveling to Germany to teach English and further her own skills in German. The experience will allow for her to incorporate the skills needed to teach in a foreign country into pursuing an English Masters and teaching certificate.

She has previously taught English at the French School in Germany, as well as interned at the Young Author's Academy and Nottingham High School Summer Writing Institute in Syracuse. While at Hamilton, Hawkins has volunteered for Hamilton Autism Advocates for Neurodiversity, as well as founding Our Voices, We Speak. She is also the assistant director and program evaluator for Hamilton Reads, an outreach program dedicated to helping children learn how to read. After using the Fulbright to teach in Germany, Hawkins plans on continuing to teach internationally.

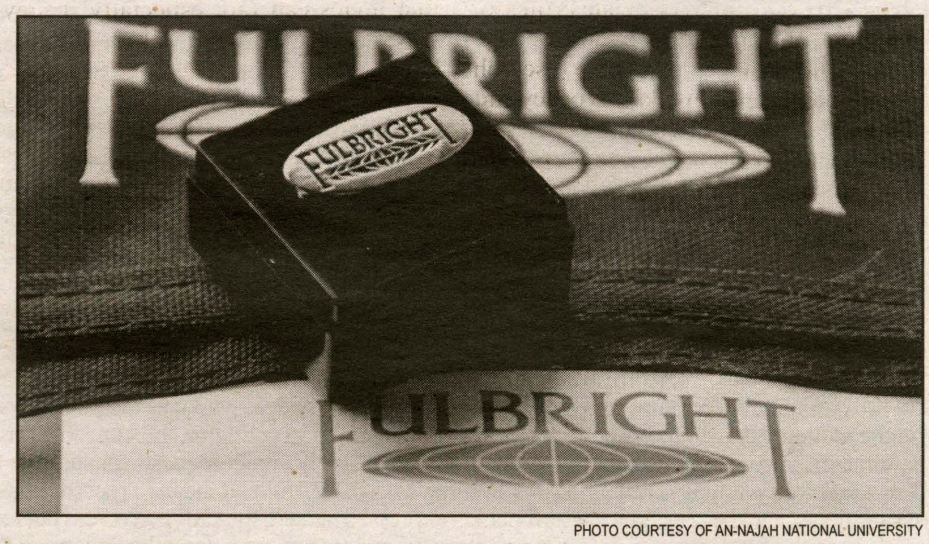

PHOTO COURTESY OF AN-NAJAH NATIONAL UNIVERSITY

**Five Hamilton seniors have been awarded the prestigious Fulbright English Teaching Assistantship so far.**

Zuckerman studied abroad in Munich last year, which convinced her to return to Germany to teach English.

"The Fulbright ETA represented the best opportunity to achieve that goal and I'm so proud and appreciative that I received the grant," she said.

"I honestly spend so much time imagining potential lessons that I could do with my students, especially cultural lessons about American food and holidays." She hopes to eventually get a Masters in Germany in either teaching English as a second language or intercultural communication.

Morgan is either heading to Germany with Fulbright or Austria with the US Teaching Assistantship program. She noted that "It's really exciting to know that next year I get to be an English teaching assistant somewhere in the German speaking world! After I return, I'm planning on pursuing a career in International Education and eventually getting a Master's degree."

Alatalo plans to spend her time in Argentina teaching English to college students.

"I'm also looking forward to volunteering with an LGBTQ organization in my free time – Argentina has some of the most progressive human rights laws in the world, and it will be invaluable to see how those laws play out."

Alatalo hopes to use this experience to further her creative writing career and look into opportunities as a literary translator.

## *Stewart & Gina Burton: Open Letter to the Community*

We are the parents of the late Graham Burton, a second-year Hamilton College student who took his life in his dormitory room on Dec. 14, 2016. March 26, 2018, would have been his 21st birthday.

The purpose of this letter is to encourage the Administration to take meaningful steps in pursuit of two objectives: to ensure that no other family has to endure what we have experienced, and to secure the wellbeing of its students whose lives might be at risk. We do not believe the College has done enough in the wake of our son's death to safeguard other students. This issue becomes even more pressing when one notes that one of Graham's classmates died tragically just nine months after Graham, on Sept. 26, 2017. That's why we are reaching out to you, members of the College community, in the hope that you will ask the questions and seek the action that will achieve these objectives. Suicide is a leading cause of death among college and university students in the United States, and many more students attempt or contemplate it. It is essential that colleges, including Hamilton College, put measures in place to identify and assist students at risk.

By way of context, the College states in the "Our Promises" section of its website that it is a community where people "watch out for one another" and "take responsibility for each other." The College also promises that students who exhibit difficulties will be referred to its "Students of Concern" team and will be given extensive, coordinated, and individualized support. We believe the College has failed to honour these promises.

After Graham's death, we were provided with copies of email messages that members of the College faculty and administration exchanged with one another and with Graham during the 2016 fall semester. We learned from these emails for the first time that Graham had experienced significant difficulties starting early that fall, that he had stopped attending his classes and doing his work, and that his professors had repeatedly expressed concerns to the Associate Dean of Students, who was tasked with providing resources and support for students. Unfortunately, Graham did not share his difficulties with us or his friends.

These email messages show that, between mid-October and mid-December of 2016: Six academic and administrative personnel, including the Associate Dean, emailed their concerns about Graham to each other on at least 20 occasions, five academic and administrative personnel emailed Graham directly, expressing concern as to his whereabouts and wellbeing, four Academic Warnings were issued because Graham was failing his courses, each one of which should have prompted action, three different professors issued those Warnings, illustrating the breadth of the concern, the Associate Dean herself told Graham's advisor (who was also one of his professors) that "He [Graham] is in a bad state...", on Nov. 2, Graham's advisor wrote the Associate Dean, saying that he was still unable to reach Graham, and that "Obviously what's happening here is a complete crash and burn. I don't know what the procedures/rules are for contacting parents but if this was my kid, I'd want to know."

Despite all this, we, Graham's parents, were never notified and Graham was not referred to the Students of Concern team or given the support he clearly needed. In light of these facts, and in pursuit of the two objectives mentioned above, we ask the College to take a number of specific steps that, as far as we know, it has not yet taken. We suggest the following:

1. Establish an independent panel consisting of at least three mental health professionals from outside Hamilton College, with a mandate to devise a "best in class" standard of care for students. We would hope that this standard would include, at a minimum: A clear definition and protocol relating to "Students of Concern," along with measures to ensure that the protocol is followed for individual students. The fact that Graham was never referred to the Students of Concern team, plus the tragic death of another student in Sept. 2017, suggest to us that the College is not effectively identifying and supporting students in distress, a mandatory policy and process for parental notification in circumstances where a professor, coach, advisor or other community member has concerns about a student's wellbeing. Notification should also occur when academic performance, withdrawal from class, or withdrawal from other regular activities indicate a significant change in behavior and, therefore, grounds for concern. The notification policy should be posted to the College website, included in the student handbook, and referenced in a letter to the parents of incoming first year and transfer students, mandatory annual sensitivity training for all members of the Dean of Students' office including the Dean, Associates, Assistants and administrative staff. They are the frontline personnel responsible for student care and safety. As such, these officials must be acutely tuned to the potential needs of all student, mandatory annual training by external mental health professionals for all faculty, staff and students. This training would focus on student mental health and wellbeing in general, and suicide prevention in particular. Its purpose would be to instill the idea that no single office or administrator is responsible for recognizing the warning signs of a student in crisis, and that all relevant personnel should know of available support services and how to access them.

2. Establish appropriate disciplinary procedures for administrators who are specifically charged with providing resources, guidance and support for students, and who fail to discharge their responsibilities as set forth in the Hamilton College Faculty Handbook. In Graham's case, we are particularly concerned about the conduct of the individual who was the point person on the College's staff who was responsible for receiving and acting on the concerns raised by Graham's professors. Despite his professors' increasingly urgent requests for support, his four academic warnings, failing marks in three classes, terrible attendance record, missed assignments, and the concerns the staff person expressed herself, the staff person did not refer Graham to the Students of Concern team, directly connect him with any other resources that would help him or contact us, his parents. On Dec. 12, one of Graham's professors told the Vice President and Dean of Students that he was still not attending classes and also expressed concerns about the staff person. Graham took his life two days later.

We believe that the College's acceptance and implementation of the measures noted above would help to better identify students at risk and create a more effective network of support services than is currently in place. It is our sincere belief that Graham's death might have been prevented had the required level of competence and care been displayed by the College and its relevant administrative personnel. Even more, it is our hope that the proposed measures could ensure that students in need receive the care they require and deserve. In this way, the College would be better able to live up to its own promise: "At Hamilton, we value and take care of one another."

We sincerely hope that the measures noted above will generate the discussion that we believe is required in order to better serve the students of Hamilton College. We believe this is an opportune time for the College to fully take on these issues as it continues to raise funds and increase revenue in connection with its Strategic Plan.

In closing, we wish to extend our sincere appreciation for the many expressions of support we have received from members of the College community.

Sincerely,
Stewart & Gina Burton P'19

**These letters are those of their respective authors and may not be representative of those of *The Spectator* editorial board.**

*The Spectator* is opting to publish these letters – the initial letter from Stewart and Gina Burton along with President Wippman's response – in order to foster public discourse on campus, particularly tailored to addressing mental health and potentially shifting policy to create a better Hamilton for all.

## *President Wippman: Letter to the Community*

Dear Members of the Hamilton Community,

Many in our community were present last Monday evening or read the minutes from the Student Assembly meeting when Dean of Students Terry Martinez reiterated the College's commitment to increase student wellness and provide specific support for students experiencing anxiety and depression. Dean Martinez also outlined some of the ways we continue to improve upon those services and programs as new ideas and practices become available.

Among the actions taken by the College in the past year are the following: an external review of our processes and structures for supporting students of concern by a team from Duke University; the move to a case-management model to assist students of concern and the hiring of an associate dean of students for student support services, as recommended by the external review; additional work by the College to implement recommendations from the JED Foundation, an organization devoted to suicide prevention; the institution of gatekeeper training for faculty and staff and a student-implemented model for the same to help community members recognize and respond to students in distress and refer them to mental health resources; an expansion of the physical space in the new counseling center, with additional programming and personnel, including the decision to conduct a search for a full-time psychiatrist; and adoption of the Community of Care Initiative. Ongoing discussions around student mental health may lead to additional action.

These initiatives are part of a continuing evolution, and we have also welcomed the input of students and parents, such as Mr. and Mrs. Burton, the parents of Graham. Graham's death was a terrible tragedy for his family, friends, and our community, and the Burton family continues to have our deepest sympathy for their loss.

We continue doing all that we can to ensure the safety and welfare of our students. There are many resources available to you or any member of our community in need of support. The most immediate ways to seek assistance are to contact the Counseling Center (315-859-4340), the Dean of Students Office (315-859-4020), or Campus Safety (315-859-4141).

Sincerely,
President David Wippman

The Spectator

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## About Us

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# Making false statements out of ignorance is still ignorance

**by Gavin Meade '20**
*Opinion Editor*

The Town Hall that transpired on April 2nd stood out to me for many reasons. For the most part the students that spoke about sexual assault, freedom of speech, (in)tolerance, and other issues on campus communicated clearly and effectively. My hat goes off to Student Assembly and to the students who organized, planned, facilitated, and made the event possible. Professors Durrani and Johnson stood out to me as captains aboard a rickety ship, doing their utmost to keep it afloat. In my tenure as Opinion Editor/staff writer for The Spectator, I oftentimes find myself taking viewpoints that people challenge or take issue with. Without exception I welcome these dissenting opinions, as long as they come from a place of mutual respect and are based in reason and fact. What I take issue with is the degradations of my opinions that lack context or basis in reality.

The comments made by students about sexual assault on campus were poignant, powerful, and necessary. To those of you who stood up and spoke I salute you. I want to give special attention to the student who pointed out the absurdity of the fact that women are taught to be "small targets" when going out and that our focus isn't always on reminding men that no means no means no means no. My priorities in this article are the comments made about mental health.

Some students did not approach the Town Hall as a community coming together to find solutions, but as a space for them to voice outrage on what they perceived as failings of the administration. For the purposes of this article I will focus on specific points that students made rather than generalizations on the Town Hall as a whole.

There is an epidemic on this campus. Some students at Hamilton College failed, or refused, to accept basic facts and appear to be more interested in ignorance than the pursuit of truth.

As I alluded to earlier, I'll be addressing specific statements made by students and how they contribute to a larger and imminent threat to this campus. The names of specifics students have been omitted but their quotes are as close to accurate as possible.

One of the loudest moments of concordance by students in the Town Hall was when a student thundered, "How does the administration think that two hours is enough time to cover all of these issues?" To whit one of the moderators corrected the speaker. They reminded the speaker that the Town Hall was organized by students on SA and from the College as a space where we could "check our pulses." Not once on any of the posters, emails, or official Facebook posts about the event was the administration included in the planning, organization, or implementation of the event. All that was stated is that they would be present to listen. This statement posited that the "administration" (an overused term that came to embody all that was wrong) had decided two hours was enough to gauge student opinion on prevalent issues on campus. This statement perpetuates an adversarial relationship between the upper echelons of the College and us.

Several students gave statements on their perception of the resources that Hamilton offers to students who need mental health services. One student claimed, "Appointments are booked out six weeks in advance," while another yelled, "Mental health on this campus is a joke," and one student even went so far as to say there are, "No therapists available." Anyone who thinks these things is not paying attention. David Walden has been to Student Assembly, Minds for Change, the Mental Health Taskforce, and several other organizations working to get rid of these incorrect assumptions regarding the Counseling Center and the services/resources that are available. This information is and was available for any student who wished to find it. All they had to do was check Facebook, their email for an invitation, or read the minutes from SA or the Wellness Collective. Did the students who spoke about mental health and the perceived priorities of the administration take the time to look into their claims?

PICTURE COURTESY OF WIKIPEDIA COMMONS

From the first of August to the second of February, the longest minimum wait time for a new patient was the week of October 27, where it took between five to eleven days for a new patient to be seen for an intake. Every other week, with one exception, had zero days minimum. Maximum wait time ranged from two to ten days. Before you get up in arms about this, there are several things you need to consider. First off, these numbers are aggregate from specific practitioners. Some therapists have more available schedules than others. Second, you must understand and remember that this is a free resource available to students. Other schools force their students off campus for care, limit the number of sessions that a student can be seen, etc. Next, remember that if you were attempting to see a mental health provider in the real world, outside of the sheltered bubble that is Hamilton College, it would likely take you weeks to get into an intake. Finally, consider that students can and are seen on a same day basis if they are in crisis.

One student claimed that after 4:00 there are no resources for students. Not true. Peer Counselors, the 24/7 hotline, support groups, and Campus Safety are all available at different times past 4:00. The theme of these claims is that students are making statements that are factually inaccurate. It is not as if this information is hard to find or is hidden/withheld from students. On the contrary, it doesn't take more than a cursory Google search or phone call to become informed. If you claim to be an involved student who cares about student life but you don't educate yourself by joining groups and paying attention to the dialogues and minutes that happen weekly then all you're doing is making noise.

A student who claimed, "The administration forces students off campus because they don't want them to be a liability," at least in my judgment, issued the most offensive statement of the night. This student went on to assert that; "They [the "Administration"] don't want students on campus who have mental health concerns."

This statement was an absurdity and is wholly factually inaccurate. There has only been once case of a student who has been asked to leave campus against their will because of a mental health concern, and this was quite literally an issue of life or death. When students come to Dean Chase to take a leave of absence it is the best thing for them to get the care that they need. The student who made this claim implied, in their ignorance, that the College does not genuinely want the well being of students and is instead focused on minimizing liability. Not only does this statement make the assumption that students are unable to act in their own best interest or autonomy, it removes any efficacy of students to provide for their own care.

The issue with leaves of absence is not that students are taking them, but rather that students don't feel safe in telling their friends. The stigma that we, the students, have created makes lying about having to leave for mental health reasons a better alternative to the truth of one's hardship. Is the administration to blame for the ugliness of our misunderstanding and stigma about mental illness? Do students genuinely feel that the Counseling Center (which stands out against other comparable colleges as the only institution to offer every single one of the following resources: group therapy, psychiatric services, a licensed dietitian, a biofeedback space/provider, therapy spaces, therapy alternates, and Peer Counselors) is not providing for students?

How is it the fault of any specific administrator if you as an individual have not taken the time to educate yourself on what the College does and does not provide? Information can only be supplied so many times before it becomes our responsibility to ingest and internalize it.

Another statement a student made that set my teeth on edge was, "She [Dean Chase] has not done anything to work with students on mental health concerns." This is another blatant falsehood that perpetuates a perverse ideology of an administration that somehow wants the worst for us. As someone who works closely with Dean Chase through weekly individual meetings and weekly task force meetings I take offense to this. Had this student checked any of their weekly invitations to the Mental Health Taskforce, read my reports in the SA minutes, or taken anything other than a rumor and acted on it, this malignant comment would have been avoided.

The point that I'm trying to get at is that all to often students make assumptions or hear rumors and take them as gospel. Rather than independently fact check a statement or do something as simple as check the Counseling Center's website, students instead form a coalition of uninformed and enraged individuals. We are all on the same side here. We are all human beings doing our best.

Another series of statements that bothered me were the comments made by students surrounding the Family Educational Rights and Privacy Act. Why any student on this campus feels more educated or knowledgeable about the rights and privacy of students, or legalities concerning mental health, than President Wippman, David Walden, Terry Martinez, or others, astounds me. It is so easy in hindsight pontificate on what could have or should have been done, but at the end of the day you (unless you find yourself in that position where you have to make that judgment call) will never know what it is like to carry that weight. One student had the gall to read a subsection of FERPA that he felt was particularly salient.

This student attempted to lecture a former international lawyer and Editor-in-Chief of the Yale Law Review on a legal matter. How conceited must you be to think that you know better? There is no one size fits all solution to student care. It is easy to be righteous and condemn "mistakes" when you lack the pertinent information. None of us students are privy to the specifics of the case in question. Therefore any statement we make on any specific case is fundamentally flawed. The attitude that "I know better" is dangerous, wholly arrogant, and ignorant.

Students came into the Town Hall not looking for solutions but rather to hurtle accusations and unfounded blame. It is interesting to note that the students who said the most outlandish things about mental health on this campus are not students who are involved in Student Assembly, Minds for Change, or the Mental Health Taskforce. How can you claim to be an informed and committed individual if you don't take the time to become familiar with the issue before you pick your hill to die on? What also disgusted me is that many students left before the Town Hall ended. The fact that it ran over time is not an excuse. Coming solely to flex for your peers and prove that you're a socially conscious individual without being able to provide any kind of constructive feedback or suggestions is indicative of a pervasive and damaging attitude that some students on this campus have.

Professors Duranni and Johnson time and time again asked students to clarify, expand, or otherwise give context to some of the statements they made. More often than not the fiery and well-rehearsed remarks were replaced by stammering or angry silence. To me this indicates that these individuals were more concerned with putting on a show than affecting actual change. If you care about an issue as deeply as these students seem to then you should be involved with the student and administrative initiatives that are working every day and every week to make this campus a better place. Ignoring emails, not engaging with groups on campus, and perpetuating ignorance is a blight on our efficacy as a student body.

One final note: I want it to be perfectly clear that I only take issue with the statements I specifically addressed in this article. All too often when people challenge me over Facebook or in person they got a second hand report on my article and didn't actually read it. It'd be easy for someone to read this and go, "Gavin Meade wrote an article saying how every student that spoke at the Town Hall was uninformed!" I of course can't stop you from propagating that inaccuracy, just know it'd only prove my point.

# Consider the artist: how music streaming services affect smaller musicians

**by Jake Bolster '19**
*Staff Writer*

I was on the bus coming back from a track meet last weekend absolutely jamming out to "Backstreet Freestyle" by Kendrick Lamar. I did not really have any reason to celebrate; I had run a reasonable time while trying out a new event (the 800 meter run) merely hours earlier, so this sense of joy could only be attributed to Kendrick's sonic infectiousness.

My euphoric trance did not last long, nor was it the lasting image of that bus ride. After "Backstreet Freestyle," Apple Music — the streaming service I use to access millions of songs and artists — shuffled to "Futura Free" by Frank Ocean and my mood immediately turned introspective. The lyric "I ain't on your schedule / I ain't on no schedule" brought to my mind Ocean's well documented extraction from his label in favor of unilateral control over his music. Now, his preferred method of releasing music is through streaming services like Spotify and Apple Music. For whatever reason, this particular lyric resonated heavily with me and spawned an investigation: are streaming services like Spotify and Apple Music satisfying consumers at the expense of the artists they promote?

I cannot attribute this question solely to Mr. Ocean's lyrics. I remember scrolling through my Facebook newsfeed and seeing a Pitchfork article about how to be a responsible music consumer in the age of streaming — an idea which, perhaps unconsciously, served as the lens through which I imagined that particular Ocean lyric. After consulting said article, I found an alarmingly abundant amount of evidence showing that streaming platforms are undoubtedly benefiting only top tier musicians.

Last March, *Billboard* reported that streaming overtook sales as the primary source of revenue in the U.S music industry for the first time ever. On the whole, "the U.S. industry has experienced a double digit increase in overall revenue" and streaming is leading the way with a revenue growth of "68.5 percent to $3.93 billion," according to *Billboard*. The music industry's embarrassment of riches at the hands of streaming services is an encouraging sign for consumers as it is almost guaranteed that Spotify, Apple, and all their competitors, will continue to pump money into easily accessible platforms with seemingly limitless amounts of music.

Though Spotify and Apple Music play host to a wide range of musicians and genres of music, the division of profits across this spectrum is hardly democratic. According to Damon Krukowski, a contributing writer for *Pitchfork*, "data trackers at BuzzAngle Music [found that more] than 99 percent of audio streaming is of the top ten percent most-streamed tracks. Which means less than one percent of streams account for all other music." As far as compensation goes, ten percent of artists featured on Spotify or Apple Music divide 99 percent of streaming revenue between themselves, while the other one percent of profit is divided between the other 90 percent of artists. This is a wildly unequal system that appears to create a self-fulfilling industry where an artist needs a hit to make it big but needs to be a big name already to get that song played. This dearth in upward mobility appears symptomatic of the inequality that pervades the entertainment industry — even America at large.

To elucidate the paths we as consumers can take to ensure artists receive more equitable compensation for their work it may prove most fruitful to listen to the opinions and experiences of up-and-coming artists who are putting themselves through the rigors of the streaming industry. To that end, I reached out to two of my high school friends who are aspiring musicians looking to make a living off their art. I asked them about their experiences with streaming platforms and how it impacted their music. Their names are Danny Fisher, and Warner Meadows, and they are both deeply talented individuals who conceive and execute vibrantly original pieces of music. I highly recommend you check out their SoundClouds: *soundcloud.com/danny-fisher-29, soundcloud.com/warnermeadows*. Their quotes below have been lightly edited.

I spoke with Fisher first since, for now, his music appears exclusively on SoundCloud — a space where, up until recently, users streamed and downloaded music for free with no subscription option. When asked why he uses SoundCloud to disseminate his singles, Danny confided, "I think SoundCloud initially appealed because it's free and it seemed like the spot where ordinary people could put music and get some exposure. If enough people like it, you get caught up in the algorithm and you get spread around more. I love SoundCloud. It feels very of the people. It's probably mad corporate, but it feels closer to the ground than streaming services. Not that I'm against those, but SoundCloud feels warmer."

Fisher himself has a student discount subscription to Spotify and acknowledges that "more people have it" which appeals to him as a space to share his music. We continued speaking about the virtues of a streaming platform grounded in free and equal exposure to all varieties of music. Both of us struggled to reconcile reaching as many people as possible with one's music while maintaining financial stability. Fisher notes that he, "cares about money not being an issue for people with my art. I obviously wanna get paid, but I wanna have as much free and affordable content as possible."

The problem with streaming services for Fisher is not so much that everyone should be making as much as the privileged ten percent of artist whose tracks routinely cycle through Spotify and Apple's algorithms, it's that "no one deserves the amount that the people at the top get and no one deserves as little as the people at the bottom get. I'm just talking about income inequality non specific to music a little. But it applies, I think." Fisher's comparison between burgeoning income inequality in music and the American class system is an apt one, and finding a solution to such disparities is equally difficult.

My conversation with Warner Meadows proved to offer some insight into how artists and industry members combat stratospheric differences in streaming service profits and artist income. Meadows' song "Yuca" is available on both Spotify and Apple Music with over 700,000 streams on the former. Yet, Meadows himself has made less than two thousand dollars from a song that has been released for over a year and streamed by more than half a million people. When discussing his impetus for releasing "Yuca" on Spotify and Apple Music, Meadows agreed with Fisher about the importance of accessibility, stating, "I still want my music to be available in the places that most people consume music."

How Meadows' music gets to streaming services shows the small but crucial safety valves in place to ensure that corporations like Spotify and Apple don not make off with an even larger share of the pie. To release his music, Meadows uses a website called "tunecore", which promises to distribute an artist's songs across all streaming platforms exactly as they want it to appear (type fonts, songwriting credits, etc.) for a small fee. What is notable about tunecore? "It has no commission so you keep 100 percent of your royalties," Meadows explains. An artist can make only 70-75 percent of their royalties, depending which platform they use, but a middle man willing to abdicate their sense of entitlement to an artist's royalties is a step towards a more democratic streaming landscape. Meadows also points out that tunecore has "an admin publishing company which will help track down your songwriter royalties (Tunecore Publishing)" a huge asset for songwriters who are regularly, thought not always intentionally, left out of liner notes by Spotify and Apple Music — robbing them of potential earnings.

Perhaps most crucial is tunecore's ability to build trust in their customers through their corporate structure. "They tend to be run by music industry people or former musicians who feel like the system is fucked up and want to advocate for the artists more," Meadows observes. This means that artists know they have a legal team willing to battle corporate conglomerates for proper attribution and compensation. Artist representation in the upper echelons of the music industry is something both Fisher and Meadows support, with Fisher wryly pointing out that, under the current system, "it's up to the generosity of the people at Spotify, and I don't know how bountiful that is," and Meadows echoing, "it's definitely not in [streaming services'] best interest to give the artists their money."

What all of this information means for the consumer's chances of equitably supporting their favorite artists can be difficult to discern in the face of such thoroughly systematized inequality. While higher-ups at Spotify and Apple backstroke in a sea of streaming riches, how can people like you and I ensure that large swaths of musicians are profiting off our consumption?

The answer, for me at least, seems to be conscientiously diversifying my taste. I love Frank Ocean, Kendrick Lamar, and other members of the top ten percent of artists, but in the future, I'm going to make an effort to recognize that they are disproportionately benefitting from streaming services. If streaming really is the way of the future, and its indomitable growth suggests that it is, musicians like Danny Fisher and Warner Meadows need to be included — otherwise the promise of democracy and equal opportunity that we are so fond of touting in this country is nothing more than a shallow hook to a mindless pop single.

So the next time you hit shuffle, consider the artist.

| Thumbs Up | Thumbs Down | Who Cares? |
|---|---|---|
| Our Lord, Resurrected on Easter Sunday.<br><br>This is the most important day of the liturgical year, and if you're not breaking your Lenten fast in a big way, then what exactly are you doing?<br><br>This wind is great, too! | All my friends are going into the lottery on Wednesday! How am I supposed to find a nice Babbitt suite? I wonder the answer? It isn't pleasing.<br><br>The first ever Town Hall. Hot stuff. But is it implemented well, in a way that isn't flaccid and virtually nominal? Guess. | Rogers reforms.<br><br>I just want a cool house filled with either Catholic trads who are kind of uncomfortable with how they're not in communion with Rome, or kids who hate theory and refuse to read it. I want to live in both houses. But I'd settle for just one. |

*by Zachary Deming '20 and Ethan Dunn '20*

**Disclaimer:** The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

# SEX & the Campus • Kiss and (do NOT) tell

**by Lucy Munves '19**
*Head Production Editor*

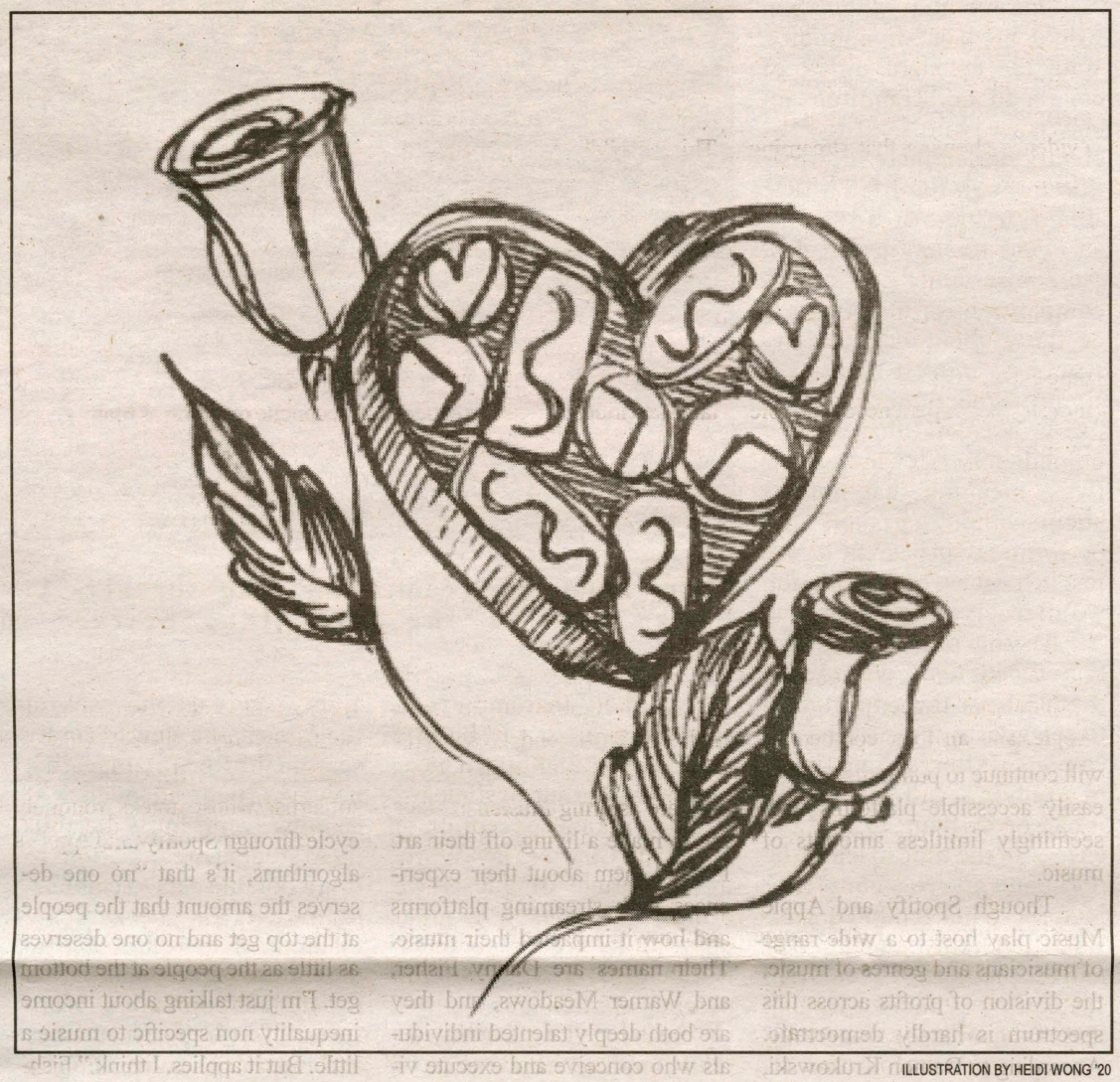

ILLUSTRATION BY HEIDI WONG '20

One's sexual experiences are perhaps one of the most stressful aspects of one's college career, especially in the first year. Is coming to college without having had sex a bad thing? Is it socially taboo to have no interest in participating in the hookup culture? What counts as actually having sex? Does just oral sex count towards my sexual experience? These are all good questions. In the mix of the first year, where everyone seems to have done more exciting stuff than the last person you awkwardly introduce yourself to, it is easy to be insecure about your sexual experience and, in turn, lie about it. In fact, many do. An article from the satiric publication, *The Onion*, claimed "Teenage Boys Losing Virginity Earlier and Earlier, As Reported By Teenage Boys." Although this article is clearly a joke, it does point to a larger issue about the rhetoric surrounding sexual experience.

Why is the amount of sex we've had in the past so important? Why is this aspect of our lives so closely tied to our self-worth? This topic, which realistically is a very private and personal one, suddenly seems to be everyone's business. The talk of one's "number" or "body count," referencing how many people one has slept with, becomes an empirical and definitive value that guides one's actions, especially on the weekends. This insecurity about sexual experience cuts both ways; it's bad to have too little experience, and equally bad to have too much. This dichotomy makes it seemingly impossible to have a functional and appropriate sex life on this cesspool of a campus. News spreads so quickly that it is even more difficult to maintain any kind of privacy about who you're hooking up with.

So how do we combat this culture where such a premium is placed on sexual experience and information about it? How do we maintain any privacy and, in turn, respect for one another?

*Respect*, for one. Not gossiping about how many people someone on this campus has had sex with, and not using that information to cast judgment on others. Not many people do this consciously, but it is easy to slip into making backhanded comments on someone's sexual activity. Doing so is dehumanizing to both individuals involved, and we forget that these are people's real lives that we're discussing so casually.

*Not placing value on how many people someone has had sex with.* When talking about the hookup culture on this campus, it is easy to fall into a pattern of guilt and shaming about how much sexual experience one has had. This can often come in a backhanded form, even from your friends. Jokes about someone having a "type" or hooking up with individuals who are members of the same organization can actually be quite damaging, as they lead one to question their sexual decisions and creates an ethos of shame. You're not owed an explanation as to why two people chose to have sex.

*Take ownership of your own experience.* No matter how many people you've had sex with, own it! Be proud of the fact that you're making your own decisions and choosing what is right for you. Be empowered by the choices you've made, but don't let them define you — this is just one piece of the pie that makes you up. And stand by this! Don't let anyone tell you that the way you've experienced sex is bad or wrong. No one has the authority to tell you what the best way to have sex is, so be confident in your experiences thus far.

Sexual experience is something everyone loves to talk about, to the point where it's practically an obligation in social situations. This isn't always a bad thing, as it helps many people, but when the conversation turns critical or judgmental it becomes problematic. Your sexual experience is just that: your own. No one can take control of it or tell you how to act or think or feel. Maybe we need to recognize the private nature of sex, and how invasive these conversations can be. Hopefully going forward we can move towards a tone of support and empathy, rather than trivializing someone's experience or being critical of their choices. We have to go about these conversations from a perspective of empathy and care in order to have more sex-positive conversations so that individuals can feel more comfortable seeking the support they need.

## Specstrip

### THE HOUSING GAMES

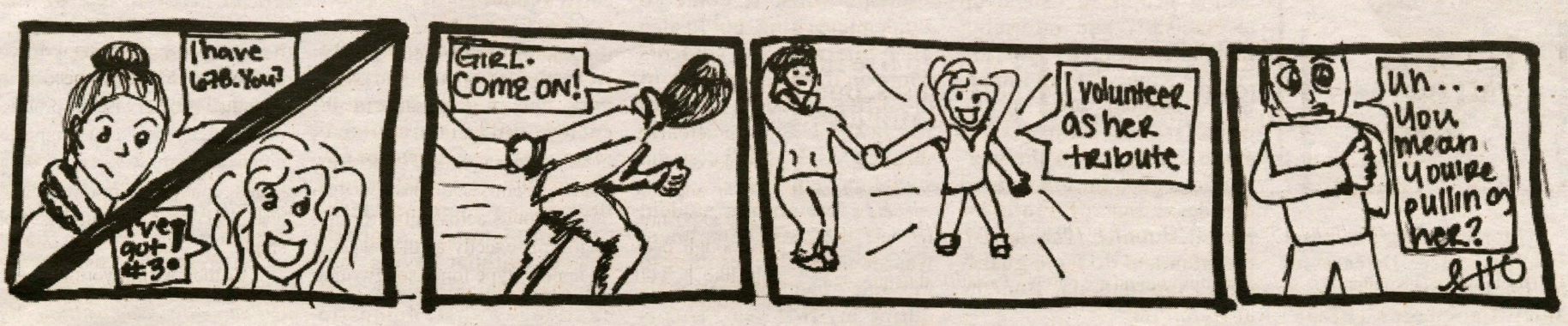


ILLUSTRATION BY CILLY GERANIOS '19

# Overcoming Apathy

## Attend More Events

**by Peter Case '21**
*Staff Writer*

This past weekend, the punk-pop duo Diet Cig performed an incredible concert in the Annex, hosted by WHCL and the Independent Music Fund (IMF). The crowd was loving it, dancing and screaming — even if they did not know the words to the indie band's songs. The energy was tangible in the venue and those in attendance felt a direct connection to the performers on stage.

Attendance at the Diet Cig concert hovered around 130, considered a smashing success for the low numbers that campus events usually draw. Many speakers and lecturers that have come to the school have struggled to draw crowds of more than a dozen. In the fall semester, WHCL's other concert featuring Milo failed to break 100 guests. This semester, the Queer Student Union initially intended to bring a prominent trans speaker to Hamilton but was unable to justify the cost due to abysmal turnouts for the same event the year before. With students wrapped up in academics, sports, and extracurriculars, what hope does the community have of attracting guest talent if the response is so lukewarm? And why do students not seem to care about who is coming to Hamilton?

One potential explanation would be lack of publicity. With the constant influx of emails to our Hamilton accounts, it is difficult to efficiently disseminate information through the LISTSERV. When trying to advertise an event for any given day, there is certainly going to be competition for the attention of the student body. Many students, myself included, simply ignore the vast majority of emails that are not immediately relevant to their lives, meaning that notices about campus speakers and performers can become easily lost in the mess of information we all receive on a daily basis.

Another possibility is that, as a student body, we are apathetic about the opportunity to see guests as they come to campus. After a long week of studying and job shifts, it can be difficult to find the energy or the time to leave the dorm and go see a concert or lecturer. This, coupled with Hamilton's tiny student body and the plethora of events and speakers to attend, means that there is an intense competition among organizations for attendees. As such, the student population will inevitably spread out around campus, and it is unlikely that any event, speaker, or artist will be able to secure the attention of more than a small group of students, with the notable exception of Class and Charter Day. While the multitude of guests we bring to campus is a great opportunity for all students, it can also drive down the number of attendees.

PHOTO BY LEVANA LYU '21

**Many musicians, comedians, and speakers have come to Hamilton's halls such as the trio Han, Setzer, and Finckel (above).**

So what if no events can really capture the attention of the whole campus? It seems like the worst that can come from that is the awkward empty space at the back of the Annex, or a slew of empty seats in the Red Pit. In reality, however, poor attendance at campus events hurts the ability of student organizations to bring notable acts to campus. Many acts or speakers are disinclined to return due to the enthusiastic response from the student population. Word spreads fast among academics and musicians alike, and if a talented speaker does not receive the reception they were hoping for, Hamilton's apparent apathy towards guests can limit options for future events.

Hamilton offers an incredible array of guest performances and lecturers, and unless they are mandated by a class, attendance is usually poor regardless of the event itself. But when it comes down to it there will never be another time in our lives when we can go and see such talent for free, just a short walk from our front doors. So take advantage of what we have, because it may not last.

# From Where I Sit:

## The role of ESOL

**by AlMahdi Mahil '20**
*Contributing Writer*

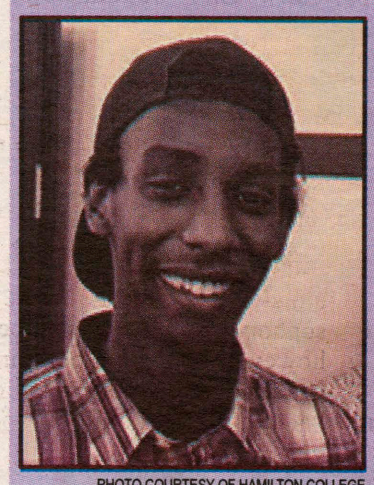

PHOTO COURTESY OF HAMILTON COLLEGE

Upon entering Professor Hysell's office, Director of the English for Speakers of Other Languages (ESOL) Program, tucked in the corner of the second floor of Kirner Johnson, one notices several things. For one, the tiny space is decked with a plethora of artifacts hailing from almost every corner of the globe, covering table tops and bookshelves in a dazzling melange of cultures.

For another, a compilation of protest signs litter the area behind the big wooden desk, asking people to "Stand up to Racism!" and informing them that "Women Rights are Human Rights." Most importantly, students entering the office are met with a warm smile coming from the venerable figure sitting behind the desk: that of Professor Hysell, director of the ESOL program and de facto guardian of international students at Hamilton.

I first became familiar with the ESOL program through a presentation Ms.Hysell hosted during my first-year orientation. The program was one of the few that specifically focused on foreign students by helping them acclimate to Hamilton and the U.S. at large. The program not only worked to bridge the gap between the domestic and international students when it come to academic writing, but to also give international students contextual understanding of the different facets of social life in the U.S., specifically through Ms. Hysell's class on social movements.

As a foreign-born student myself, the ESOL department was an invaluable resource to me and other internationals during my first year. This is why it was with dismay that I saw one of our social spaces, formerly located in the basement of Buttrick Hall, be closed down by the school. The loss of this social space dealt a blow to the already under-funded program that Ms. Hysell worked tirelessly to build.

The ESOL program serves a much bigger role than just preparing students academically. It doubles as a support system for students who are thousands of kilometers away from their homes, and who may not feel comfortable enough utilizing traditional resources. The corresponding school response should then be an increased level of administrative support. It goes without saying that international students face challenges that domestic students do not, and ESOL cannot effectively tackle these challenges while lacking the requisite levels of assistance.

I sincerely believe that, given more space and resources, the ESOL program would be a huge net positive to the international students — and the student body as a whole — at Hamilton. I will end this article with a great tip: if you can finagle yourself an invite to one of Ms. Hysell's legendary dinners, then you can graduate knowing your Hamilton experience is complete.

*'From Where I Sit' is a column dedicated to international students' voices. If you are interested in contributing a piece, contact Features editors at featspec@hamilton.edu*

# Hello FRESH: Was it worth it?

**by Michelle Chung '20**
*Staff Writer*

To preface: I am not a huge fan of cooking. Besides making ramen on weekend nights or microwaving mac and cheese when I don't want to trek to Commons in the snow, I try to avoid even walking through the residence hall kitchens. After all, with classes, work, clubs, and other things to worry about, how does one find the time to cook a meal or buy groceries at the store? But, in an attempt to learn "how to adult," I decided to take my unused pots and pans, put my cooking skills to the test and make a meal.

### *Ordering the meal*

Hello Fresh is a subscription service that delivers meal kits: a box of pre-portioned ingredients and a set of instructions for customers to follow. Marketed as "easy home cooking" on their website, Hello Fresh is meant to make the cooking process simple (with their one-sheet set of instructions) and quick (with most recipes being listed as 30 minutes to an hour). They are one of the many meal kit services on the rise, especially as this style of "easy" cooking is becoming increasingly popular.

The process of ordering is pretty simple. Hello Fresh posts a set of available recipes to choose from on their website, which differ depending on the week, and you pick which ones you would like sent to your door, as well as when. There are 27 recipes to choose from every week, categorized into a Classic, Family, or Veggie plan but Hello Fresh has a total archive of over 2500 meals.

In terms of cost, the lowest packages can be around $60 (with three dishes serving two people each) to $100 (with three dishes serving three people each), which isn't a too expensive deal if you're trying to share with friends. As a plus, college students can also get 15% off every box. I actually got my first meal kit for free, courtesy of my older sister who was able to offer six free meal kits to her friends after using the service herself for a few weeks. Having graduated from college two years ago, she likes using the service as a way to catch up with her old friends while learning how to cook.

### *Cooking the meal*

My two friends and I cooked a "'Little Ears' Pasta" dish. It was cool to see how many different ingredients they had to offer wrapped in small packages like pasta, sausage, pesto, chili flakes, cheese, and broccoli. The only ingredients they asked for but didn't include in the kit were olive oil, salt, and pepper, but I was able to grab those easily from a few friends. The ingredients were all usable but not extremely fresh, having arrived at the Mail Center earlier in the day inside an insulated cooler with ice packs inside.

It was easy to follow the steps and all the instructions were straightforward. Nothing was too complicated to follow and it was helpful to have visuals. Rather than taking the listed 25 minutes, however, it took around a little under an hour to cook. Part of this may have been because of the small space inside the kitchen and our limited utensils (since we had one small pot and one pan) but even then the process seemed to be lengthier than the instructions mentioned.

I had actually also ordered the "Honey-Glazed Pork Tenderloin" dish that included roasted sweet potatoes and green beans but was too lazy to cook any more after the first dish. The amount of food we cooked based on our first recipe, however, was definitely enough to feed two individuals but no more than that. The food itself was actually not bad, with the seasoning making it more than just a dish of pasta and sausage. It was better than the dining hall food, in my opinion, and I found myself wanting to eat more even after I finished.

### *Overall opinions*

The biggest drawback from using a meal kit service like Hello Fresh had to be the fact that actually cooking took more time than I expected and wanted to use. However, Hello Fresh does save time in other ways—like the time needed to find a recipe online, go to a grocery store, and pray that the cooking process all works out.

Additionally, with Hello Fresh, I didn't have to worry about buying too little or too much of an ingredient because it was all sent straight to campus and packaged in one box. I could easily follow the steps and cook a pretty good-tasting meal.

### *Would I buy it again?*

Not often, and not unless I was in my own kitchen. I think that if I had more time in my schedule to cook, had more money to casually spend, and had a bigger kitchen space with more easily accessible pots and pans, I would love to routinely use Hello Fresh, as opposed to just eating dining hall food. But, like most of us on this campus, I just don't have the schedule where I can do that. In general, though, cooking was a fun learning experience and I would advise everyone to take the time at some point to make a meal on their own — whether it's with Hello Fresh or not.

PHOTOS COURTESY OF MICHELLE CHUNG '20

# Ask Alex

**When does it become spring in Central New York?**

There was one really warm day in February and a couple nice days in late March so we predict a week of nice weather in the near future. As past years indicate, the warm weather comes around finals week, a.k.a. the most inopportune time. Appreciate the bad weather now because it is the only thing keeping you productive.

**How long after matching on Tinder with someone can I meet up with them?**

If your Tinder match is on campus, it might be a good idea to ask around about your match's reputation. After talking a little bit more with your match, meeting for a cup of coffee in Opus or at the next party could be a good move. If your Tinder match is off-campus, do consider whether they are psychopaths, especially if you have no other references from which to work. Depending on how the conversations go, you can determine whether or not you feel comfortable meeting them. If you do, meet in a public place with trusted friends nearby. Stay safe and use protection.

**Is a bad lottery number the end of the world?**

Definitely not, though it does depend on what year you are in and what your definition of the "end of the world" is. If you are a senior and junior, chances are having a bad lotto number will not set you back too far. You can also always try to get pulled by a friend with a higher number. If you are a sophomore with a bad number, however, you might be living in Bundy, which is a good or bad thing depending on how you look at it.

**How can living in Bundy be a good thing?**

The Bundy butt, the large singles, and the friends nearby.

# Mainstage production of *Hamlet* to open on April 12

**by Jake Bolster '19**
*Staff Writer*

On April 12, Hamilton College will host its second mainstage production of the academic year with the performance of *Hamlet*, by William Shakespeare.

In a culture dominated by superhero franchises and incessant remakes and spin-offs, one could mistakenly assume that there is little to gain by participating in the centuries-old tradition of staging perhaps one of the most famous plays ever. Yet, when audience members fill their seats next Thursday night, Hamilton College's production of *Hamlet* should have a refreshingly modern feel. Costume, lighting, sound, and set designs for the production all boast nods to modern culture with the lone exception being the play's language.

*Hamlet's* intricate linguistic construction should not impede audience members' ability to surmise plot and character emotion, and enjoy the production. Director Mark Cryer, in reference to the play's language and characters notes explained, "Within this single play are dozens of phrases, lines, words that are part of our daily lexicon that go unattributed to the Bard and the play *Hamlet*. Moreover, we see a student-aged Hamlet struggle with death and loss, choices, betrayal, friends and family and how they all impact the sudden death of his father, the most important, influential person in his life." Cryer believes that as long as actors are aggressively pursuing interesting objectives, spectators will be entertained and able to follow surprisingly relatable action onstage. As a result, *Hamlet* should feel like updated take on one of humanity's oldest, most familiar tales — perhaps with one or two odd phrases sprinkled in between.

The timeliness of a story that features characters wielding political power to silence their foes, multiple conspiracies shrouded in secrecy, and a volatile King willing to do anything to keep his throne is not lost on those responsible for brining it to life. Cryer envisions a production that is perhaps eerily similar to today's sociopolitical world, noting that *Hamlet* "remains timeless and relevant as we witness a person whose ambition outweighs their abilities, and the code of normalcy, decency and law are all subverted to maintain power."

PHOTO COURTESTY OF WIKIMEDIA COMMONS

***Hamlet and Ophelia* (1886) by Dante Gabriel Rossetti.**

Members of the cast locate a similar sense of urgency surrounding the production in the humanity of its characters. Tommy Bowden '18, observes that "Life thrusts us into realms of chaos and uncertainty. And in those moments, no matter who we are, where we come from, or what specific issue face, we all grapple with the same choice: To be, or not to be? Do we stand up to fight the sea of troubles that is reality? Or do we give up? That is, in part, why Hamlet has lasted so long. It captures a tragic but very real part of what it means to be human."

This circumstantially relatable quality extends beyond Hamlet himself as Adrian Summers '19 adds that "Shakespeare wrote about real people and real emotions, and real struggles. Today, everyone is so focused on armoring themselves with new and fancy labels and and language, that it's easy to forget that when we interact with each other, that we're dealing with real people, with real emotions, real histories, and real objectives." Mackenzie Bettmann '18, sums it up best, stating: "I think it's a beautiful thing that audiences have been moved by this tragedy for hundreds of years and will continue to be moved by performances in the future."

Though it promises elaborate set pieces, intense fight sequences, famous monologues, and heightened language, the director's, cast's, and crew's goal for Hamlet is surprisingly humble. "What I'd love for [the Hamilton Community] to take from this play is a greater appreciation for heightened language and the originality and craft of Shakespeare, [and] a realization of how darn talented their classmates and peers are" notes Cryer. Bowden '18 encourages Hamilton audiences to "sit back, relax, and watch someone else take on the craziness of the world for a couple hours." Summers, '19 hopes *Hamlet's* "magical vibe" will encourage audiences to "keep dreaming."

*Hamlet* opens Thursday, April 12th at 7:30 in the Romano Theatre, and runs through the end of April. There will be matinees on the 14th and the 21st at 2 PM. For ticket information, call (315) 859-4969.

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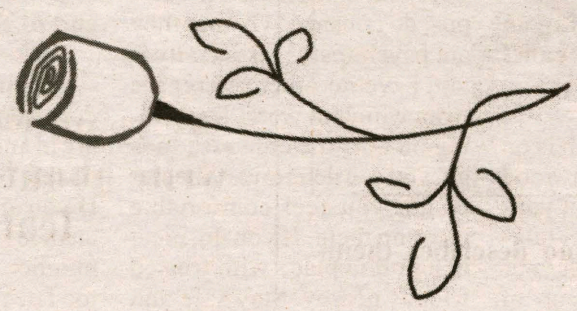

# WHCL Concert features indie-pop duo Diet Cig

**by Josie Blatt '21**
*A&E Editor*

Hamilton College students filled the Annex on Friday, March 30 to hear indie-pop band Air Traffic Controller and alternative rock-punk duo Diet Cig. The well-attended concert was hosted by WHCL, Hamilton's radio station.

The opener, Air Traffic Controller, has had an impressive career. The band has over fifteen million plays on Spotify and in 2016 was selected as a Showcase Artist at the South by Southwest festival. Before forming the band, frontman Dave Munro served in the U.S. Navy as an air traffic controller, a role which inspired the band's name.

Air Traffic Controller began the night with an acoustic set. Lead singer Munro told the audience, "We don't usually play an all-acoustic set, but we figured Diet Cig was gonna rock so hard." Several of the band's songs featured the mandolin, which added a unique element to the music. Overall, Air Traffic Controller's set, which included "The House," "After Party," and "Hurry Hurry," was a lovely warm up for a night of fun dancing and energetic rock.

Diet Cig was formed in 2014, released an EP. "Over Easy" in 2015, and released its debut album, *Swear I'm Good At This,* in 2017. The anticipation in the Annex was palpable as Diet Cig took the stage; many students were clearly already big fans. WHCL's head publication editor Drey Darnis '18 explained their decision to bring Diet Cig to Hamilton: "We wanted Diet Cig to headline as they are an incredibly fun alternative rock-punk duo who makes wonderfully loud and dance-inducing music. We wanted a concert where people danced and had fun and didn't take themselves too seriously. Diet Cig's lyrics also tell relatable and hysterical stories, that keep the show entertaining and stimulating." The band's set included some of its most popular songs, "Sixteen," "Tummy Ache," and "Link in Bio," among others.

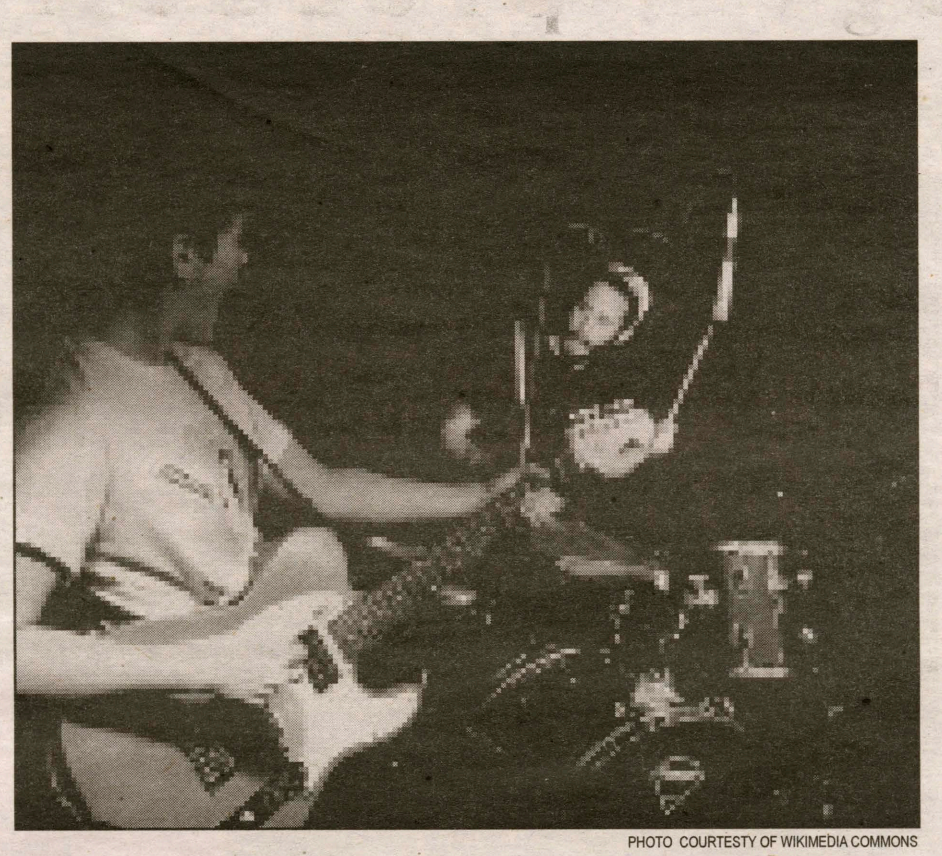

PHOTO COURTESTY OF WIKIMEDIA COMMONS

**Diet Cig, consisting of drummer Noah Bowman and guitarist/vocalist Alex Luciano performing at Servant Jazz Quarters in 2016.**

Darnis added, "Unrelated to WHCL, I personally think that Diet Cig is amazing in the way they convey political messages. Lead singer Alex Luciano often gives a shout-out to queer audience members, with a particular emphasis on trans and nonbinary folks. Additionally, she always emphasizes at the beginning of their shows that there should be absolutely no touching of people unless that touching is consensual. She says feel free to dance around and feel the music in your body and be free, but not at the expense of the people's space around you."

Darnis added: "Also, at one point in her set she described how she is often told that she takes up too much space for a small woman, and that she is annoying and should be less loud and less pushy, and all of her performances are basically a big f*ck you to these things that she's told and to the patriarchy. She went on to encourage the audience to yell something along the lines of 'I am not afraid to take up space, I will proudly take up space,' and she said that cisgender men in the room should be more quiet while yelling this phrase. I really appreciated the political nature of Diet Cig's performance, as well as their obvious amazingly fun musicality." The audience also appreciated Diet Cig's politics, as many people were snapping, clapping, and cheering when Luciano made political remarks.

The "dance-inducing" nature of Diet Cig's music was remarkable. Darnis reflected on this, saying, "I think the concert was an absolute blast. I personally danced the whole time. Those who really wanted to dance left the main standing area and stood to the side of the stage in order that they could jump, flail, kick, and take up space without harming those around them. Diet Cig gives simply incredible performances. Alex Luciano's high kicks are wildly impressive. She can sing, belt, scream, play guitar, and jump around and kick the air. Her energy is endless."

Both Air Traffic Controller and Diet Cig also brought their individual flare and style to the decorations on the Annex stage. Air Traffic Controller filled the stage with Christmas lights, and Diet Cig decorated its equipment with stuffed penguins and rubber ducks. Overall, WHCL brought an enjoyable and lively evening to Hamilton with their decision to invite Air Traffic Controller and Diet Cig.

PHOTO COURTESTY OF TICKETFLY.COM

**On their website, dietcig.bandcamp.com, the duo describes themselves as "two homies just making tunes and eggs on the regs."**

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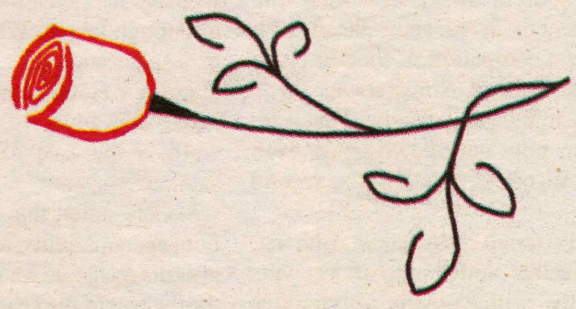

# Baseball team prepares for pair of non-conference games on April 7, 8

*from **Basetball**, page 16*

being relieved by Tom Riley '20 in the third. Riley brought stability to the game, allowing the Continentals to start cutting away at the Mammoths lead, as the he gave up only one hit through four shutout innings. The Continentals' bats had been stymied all game before finally breaking through in the 6th inning, as Hamilton produced a furious rally to tie the game up at four. The comeback was led by James Nish '20, who brought home two runs with a triple, and Matt Zaffino '21 who added two more RBI's courtesy of a home run blast.

After Nish '19 shut Amherst down over the course of his one and a third innings, the game went to the bottom of the 9th inning still tied. Unfortunately, Gavin Schaefer-Hood '21, who's had a strong start to his Hamilton career, wasn't able to fool the Mammoths' bats. Amherst picked up a run on three hits for the walk-off win, ending what was a roller coaster ride of a game. Of course, Hamilton couldn't dwell on the close 5-4 loss, as the two teams had the second leg of a double header to finish later that day.

Fortunately for the fans who made the trip to Amherst, this game brought more fireworks with an incredibly competitive back and forth contest. The bats of both teams came alive in the high scoring affair, as 19 runs were produced throughout the game.

Amherst took a quick 4-1 lead in the first inning before the Continentals stormed back to tie the game at 5 in the second. After the Mammoths had retaken and stretched their lead to three, Hamilton pulled even in the top of the sixth inning, courtesy of Graham McOsker '20. The Sophomore infielder smashed home three runs with a clutch double, providing his team with some much-needed energy. The comeback ultimately fell short again however, as Amherst gained the lead back in the bottom of the inning, and held on for the win.

The Continentals were forced to rely on their pitching depth, as five pitchers were used throughout the game with noone pitching more than two innings. Ian Nish '19 was a rock once again in his outing, stretching his scoreless streak to four and two thirds innings, and lowering his earned run average to a stellar 1.04.

The Continental attack was by committee in this game, with seven players recording a hit. The offence was led by McOsker, Matt Cappelletti '21 who chipped in 2 RBI's, and Craig Sandford '19 who added an RBI single. Matt Zaffino '21 also added to his superb season with an RBI, pushing his season total to 15, to go along with his .405 batting average.

Although this weekend didn't go as the Buff and Blue had planned, they haven't let the results dampen their spirits. Catcher Craig Sandford '19, knows that a team goes through ups and downs, and a season rarely goes perfectly.

"We came out oo the wrong end of two really good, close ball games," he said. "We showed a lot of resilience and grit, and unfortunately the results weren't what we wanted."

Nonetheless, Sandford likes where their team is heading moving forward. The season is long, and the Continentals have showed the promise that they can find success over their remaining schedule: "We've got an unbelievably close knit group of guys that are playing gritty, quality baseball and are excited about the opportunities that lay ahead of us. Although our record may not indicate it, we feel good about where we are at right now and are ready to get rolling again."

This team has skill and strong chemistry, which is usually a recipe for triumph. With an already existing track record of bouncing back, it wouldn't be surprising if the Continentals put together another long winning streak in the near future. With the majority of the NESCAC schedule remaining, there is lots of time to get back on the right track.

Hamilton's next games are this Saturday, April 7 at SUNY Polytechnic, before they return home the following day, April 8, for matchups with SUNY Polytechnic and SUNY Cobleskill.

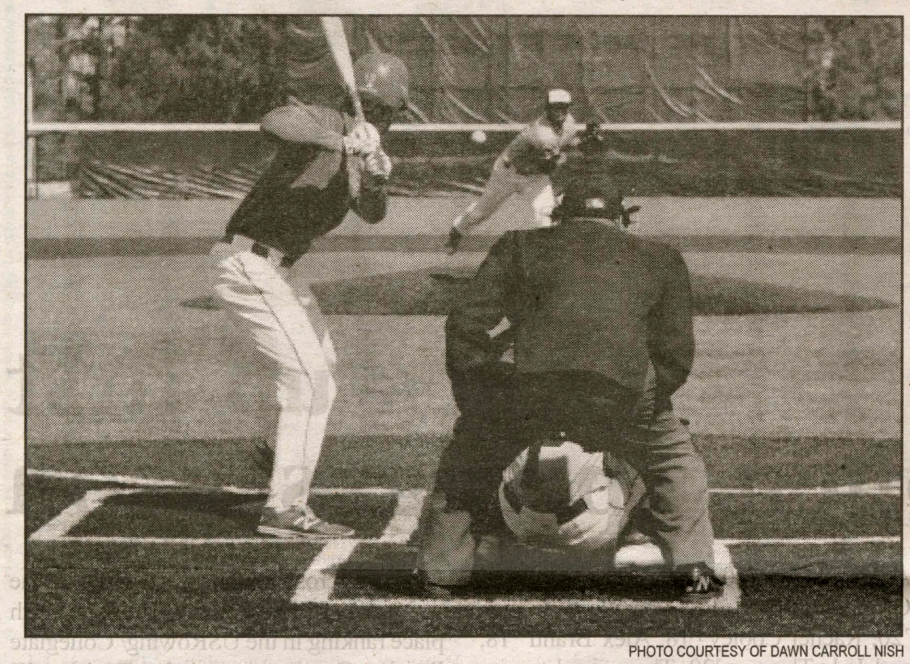

PHOTO COURTESY OF DAWN CARROLL NISH

**McOsker '20 tracks an inside pitch against SUNY-Canton.**

# Women's lacrosse picks up impressive 14-10 victory over No. 24 Bates

*from **Lacrosse**, page 16*

tinue their challenging season back home.

After five straight games against nationally ranked competitors, the women returned home to play four games against tough opponents and win three of them. The grabbed a convincing win against SUNY Oneonta, as they scored the first three goals and ran off ten straight goals in a 26-minute time frame. Pooley and Simson each added three goals, Pierre, Philbrick and Julia Rowland '21 each tallied two goals, and Tatiana Bradley '19, Lyons, Cuddy, and Gabriel finished with a goal. In goal, Eleni Neyland '18 stopped a career-high seven shots.

Coming off of an overwhelming win, the Continentals were soon faced with their toughest competitor of the season so far, Amherst College. Amherst was ahead by ten early in the game and held the lead, as Hamilton only added two goals from Lyons and Wynn, both late in the second half.

After the tough loss against Amherst, the Continentals added two more wins to their tally, with convincing victories against Skidmore and No. 24 Bates College. At Skidmore, Hamilton maintained a 4-3 edge going into the first half but went on to completely control the second half with Cuddy notching her fourth goal of the season and 38th of her Hamilton career. Successive goals by Bradley, Pierre, Philbrick and Tessa Ryan '21 gave Hamilton a six-point cushion with 17:13 remaining.

At Bates, the Continentals grabbed their second NESCAC victory as Hamilton's offense had a banner day led by Lyons who scåored three goals and assisted on three others. Philbrick increased her season tally to 14 goals with Lyons close behind with 13. With 1:09 remaining in the first half, Hamilton had an 8-6 edge and only gave up four more goals in the second half.

Maya Cote '19 shared some of her thoughts about some of the challenges and successes for the team so far. "Obviously we had a difficult start to the season, but we have learned a lot from all of those really tough losses. We have come together as a team and had a lot of conversations about our culture, our personal and team goals, and what we can do to move forward in the face of this adversity," she said.

Cote noted that, "Open communication, accountability, and work on individual skills are goals we have set for ourselves for the rest of the season. We want to make sure that we have all our fundamental skills cleaned up and that we are pushing each other and supporting each other to be the best we can be every single day in practice." Hamilton is focused and determined to finsish the season strong. "There has been a distinct shift in our mindset over the past few weeks as our team has started to put in extra time, extra focus, and increased intensity into everything we do. We have a lot of season ahead of us and together we plan on continuing our newfound momentum," Cote adds.

The women still have six regular season games left, five of which are against NESCAC rivals. The Continentals resume play against No. 8 Trinity College on Saturday, April 7th at 12 p.m. at Hamilton's Steuben Field.

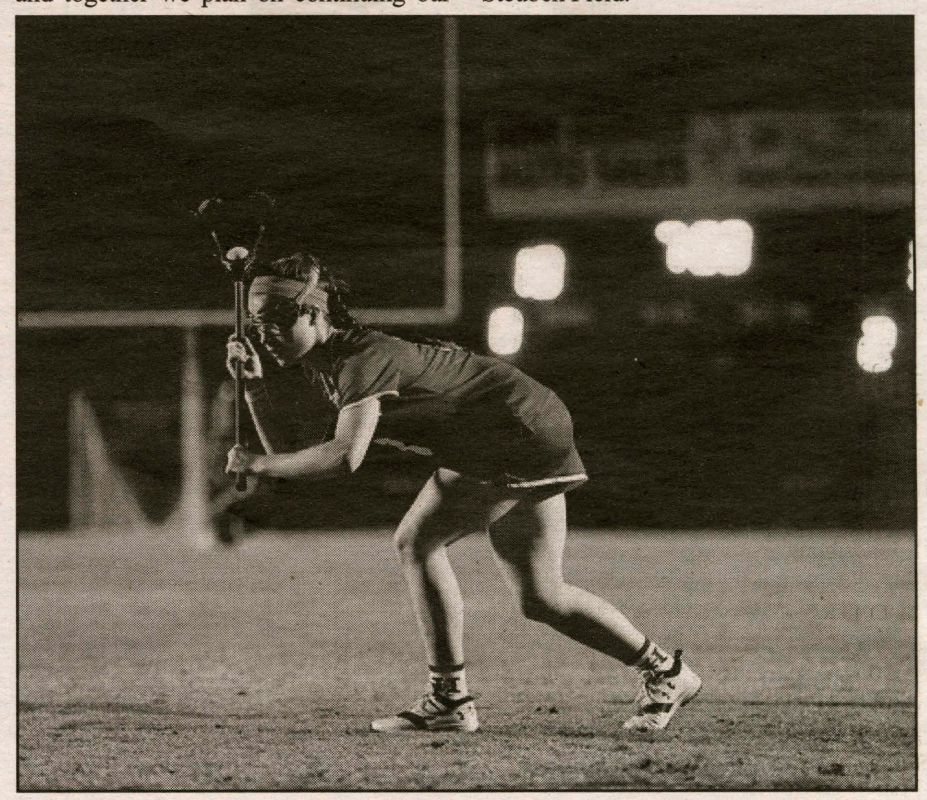

PHOTO COURTESY OF SCOTT FILE

**Darby Philbrick '18 prepares for a free-position shot.**

# Evan Buitenhuis '18 earns amateur tryout contract with Toronto AHL team

**by Levi Lorenzo '19**
*Sports Editor*

On Mar. 15, former Hamilton hockey goaltender Evan Buitenhuis '18 signed an amateur tryout contract with the Toronto Marlies of the American Hockey League (AHL). One week later Buitenhuis, endearingly known as "Boots," was placed on the American Hockey Coaches Association (AHCA) Division III Men's All-America Team for the second consecutive year. Last season Buitenhuis was not only an All-American but received the Sid Watson Award as the 2017 Division III Men's Hockey Player of the Year. Though plagued by injuries, Buitenhuis still had a successful season, leading the conference with a .954 save percentage and 1.28 goals against average (GAA), both single season records.

The 2017-18 season capped a phenomenal career for the Canadian, who finished his Hamilton tenure as the all-time leader in goals against average, 1.67, and save percentage, .944.

Buitenhuis, looking to extended his hockey career, has signed with the Marlies, the top affiliate of the Toronto Maple Leafs. Top hockey players often sign amateur tryout contracts (ATO) to teams in the top three North American hockey leagues: the National Hockey League (NHL), the AHL, and the East Coast Hockey League (ECHL) at the end of their college or juniors career. Buitenhuis wasted little time doing so after the conclusion of Hamilton's season. Though Buitenhuis has not made an appearance yet for the Marlies, he has been seen sporting his crowd favorite Hamilton mask. Buitenhuis hopes to follow in the footsteps of Hamilton great, Guy Hebert, who played 18 seasons between the pipes in the NHL.

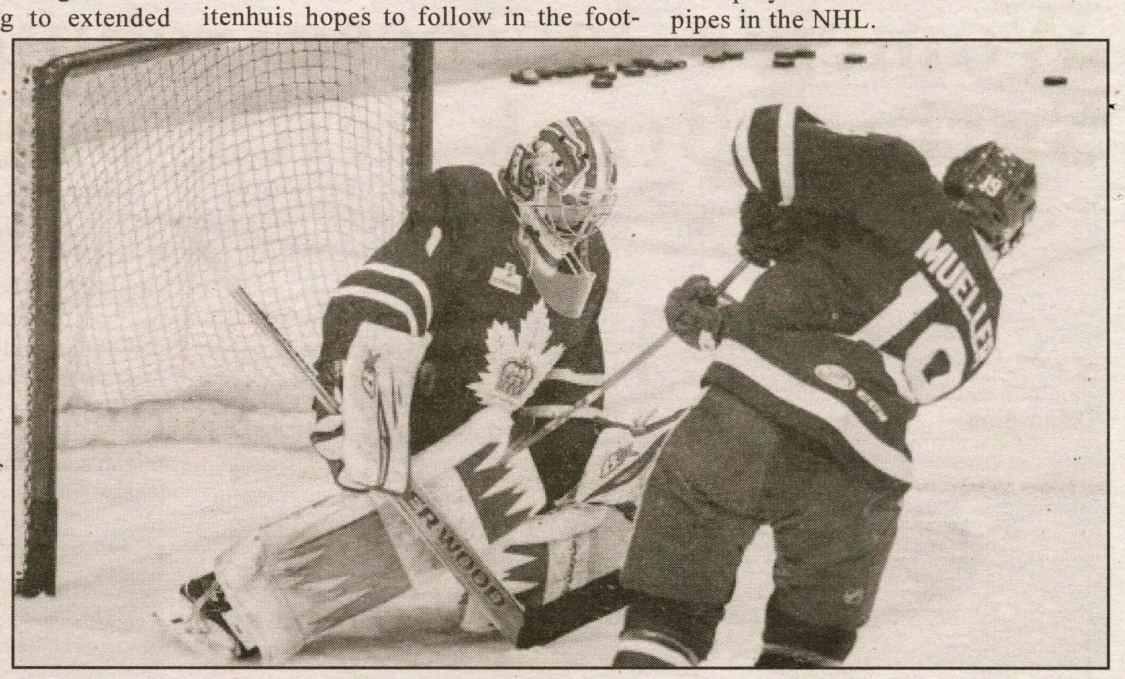

PHOTO COURTESY OF RANDALL C WILLIS

**Buitenhuis '18, in his Hamilton goalie mask, practices with the AHL Toronto Marlies.**

# Men's and women's rowing rack up first place finishes to open spring season

**by Patrick Malin '18**
*Sports Editor*

So far, the spring rowing season can only be described by the title of the Trinidad James 2012 smash hit: "All Gold Everything" for both the Hamilton College men's and women's rowing teams. Both teams have been unbeatable in the first two competitions of the spring season, earning first place finishes both in Georgia and on the Erie Canal in Rome, NY.

Over spring break, the men's and women's rowing team ventured south to Gainesville, GA to compete in the 2018 John Hunter Regatta held on the Lake Lanier Olympic Course on Saturday, Mar. 24. On the men's side, the Continentals emerged victorious in both the varsity eight and the second varsity eight, toppling Division I competition on their way to two gold medals. In the grand final, the men's varsity eight edged out Georgia Tech and Clemson University to capture first place in a time of 6:01.65. The varsity eight features coxswain Haley Raphael '20, Grant Kiefaber '19, Trent Pfeiffer '19, Harry Thomas '18, Harrison Potter '18, Chris Berry-Toon '21, Thomas Marsh '20, Fred Pollevick '20, Eric Fischer '20.

In the second varsity eight grand final, the Continentals repeated as champions, with a winning time of 6:19.89. The second varsity eight features Allie Duggan '20 (coxswain), Parker Esty '21, Josh Hollenberg '21, Will Grimes '21, Andrew Vorrath '20, Houghton Yonge '18, Jarod Estacio '21, Jon Jobling '20, and Nick Silvestri '19. In the novice four, Hamilton finished in seventh place out of 21 boats, completing the race in 7:23.49.

Upon return to campus, the men's rowing team geared up for their first home regatta of the season at the Erie Canal on Saturday, Mar. 31. Although the weather conditions were certainly sub-optimal, the Continentals rowed to victory in all five races throughout the day. The varsity eight won its head-to-head races against Skidmore and Franklin & Marshall with times of 6:45.7 and 6:39.2 respectively. The second varsity eight and the varsity eight both cruised to victory over Franklin & Marshall, and the novice four topped Vassar in its head-to-head.

The women's team saw similar success at the John Hunter Regatta also earning gold medals in both the varsity eight and second varsity eight grand finals. The varsity eight finished its race in 6:49.06, cruising past runner-up William and Mary (6:58.35) and third place finisher University of Florida (7:02.94). The women's varsity eight includes Rachel Sutor '20 (coxswain), Annie Koglin '20, Perrin Salewood '21, Claire Callahan '18, Danielle Schuman '20, Rachel Cooley '18, Alex Brantl '18, and Jade Thomas '20. The second varsity eight would triumph over the Gators again, narrowly beating the University of Florida by posting a time of 7:08.71, three seconds faster than the Gators (7:11.84). The women's second varsity eight is powered by Carson Goos '21 (coxswain), Katherine Buckley '21, Ellie Pinto '18, Isabel Bates '21, Pauline Santry '21, Julia Hartnett '20, Gretchen Dowdy '21, Hannah Kaufer '21, and Adriana Jonas '21.

The women's rowing team followed up their spring break with an impressive performance in its home opener at the Erie Canal this past weekend. Hamilton posted victories across the board to dominate the visiting competition. After earning a sixth place ranking in the USRowing/ Collegiate Rowing Coaches Association Division III poll, the Continentals had a lot to prove on the water this weekend. Always up to the challenge, the women's varsity eight dominated the field, posting a time of 7:23.1, 27 seconds better than the runner-up Franklin & Marshall team. The varsity eight was not the only dominant Hamilton vessel, with the second varsity cruising to an 18 second victory (with a 7:55.4 time).

The men's and women's rowing teams will hope to continue this early season dominance on April 7, travelling to Lake Quinsigamond to compete against some of the strongest teams in the northeast.

PHOTO BY JADE THOMAS '20

**The women's rowing team was ranked No. 6 in the first Division III national coaches' poll.**

H SPECTATOR SPORTS
April 5, 2018

# Women's lacrosse rebounds from tough Spring Break with pair of road wins

**by Mary Lundin '19**
*Staff Writer*

| | 1 | 2 | F |
|---|---|---|---|
| Skidmore | 3 | 2 | 5 |
| **Hamilton** | **4** | **6** | **10** |

| | 1 | 2 | F |
|---|---|---|---|
| #24 Bates | 6 | 4 | 10 |
| **Hamilton** | **8** | **6** | **14** |

After beginning the season with two losses against nationally ranked Tufts and William Smith, the women's lacrosse team was eager to get back on track during spring break and live up to their No. 17 national ranking. The Continentals won their first home game against the No. 14 Colby College Mules, the third-straight nationally ranked opponent on the first day of break. Although Hamilton began the game with a two point deficit and was down four points with 13:38 remaining in the first half, the Continentals proved victorious, as they endured the windy snowdrifts characteristic of an early upstate New York Spring. Nicole Lyons '18 and Skyler Simson '20 added one goal apiece while Darby Philbrick '18 and Kara Pooley '19 added two to tie Hamilton 5-5 going into the half. The Continentals began the second half eager to eclipse Colby's efforts with Philbrick and Lyons adding two goals while Pooley and Charlotte Wynn '20 each added one goal. Hannah Burrall '19 led Hamilton's defense with 12 saves while Emma Knoll '20, Courtney Pierre '21, Hannah Lease '18 and Sarah Kaiser '21 added three ground balls.

Getting away from the quasi-spring weather in Clinton, the women traveled to southern Florida for good training, tough competition and some healthy doses of Vitamin D. The women put up a hard fight against the No. 21 SUNY Geneseo as Pooley grabbed nine draw controls giving Hamilton a 17-11 advantage on the draw. Lyons also had a stellar performance with a career high four points on two goals and two assists. Burrall, currently leading the NESCAC with nearly 12 total stops per game, was crucial to Hamilton's success with 10 saves. Despite the Continentals' enthusiasm and skill, the women ended with a four point deficit, taking their third loss of the season.

Two days later, the women played another difficult game against NESCAC rival and the No. 20. Bowdoin College Polar Bears. Although Bowdoin gained a seven point cushion early in the game, the Continentals' offense played outstandingly. Lyons and Jackie Cuddy '18 added two goals apiece, while Pooley, Philbrick, and Pierre each added one. Honor Gabriel '21 scored her first collegiate goal along with one assist and ground ball. TT Fletcher '20 collected a career-high three ground balls and three caused turnovers. Although the Polar Bears kept their lead and cushioned it with three additional goals in the final five minutes, the Continentals ended the game with a 12-6 edge in ground balls and 30-26 shot advantage, a positive takeaway for them as they would soon con

*see **Lacrosse,** page 14*

PHOTO COURTESY OF SCOTT FILE

**Charlotte Wynn '20 has scored four times for Hamilton this spring.**

# Baseball opens NESCAC play with doubleheader against Amherst

**GAME 1**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | R | H |
|---|---|---|---|---|---|---|---|---|---|
| SUNY-Canton | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 2 |
| **Hamilton** | **0** | **5** | **0** | **0** | **0** | **0** | **X** | **5** | **7** |

**WP: Danny Depaoli '18 LP: Derrek Dupont S: Ian Nish '19**

**GAME 2**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | R | H |
|---|---|---|---|---|---|---|---|---|---|
| SUNY-Canton | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 4 |
| **Hamilton** | **0** | **5** | **1** | **1** | **0** | **2** | **X** | **9** | **12** |

**WP: Gavin Schaefer-Hood '21 LP: Brandon Bautista**

**by Ian Nichols '19**
*Staff Writer*

This last weekend, the Hamilton baseball team returned to its home field after two weeks of Spring Break play. The Continentals took on SUNY-Canton in a doubleheader on Sunday, Mar. 25, the first home series for Hamilton of the spring season. The Continentals swept the doubleheader, thanks primarily to the bats of Jarret Lee '21 and Nate Goodman '20. Lee picked up four RBI's over the two games on a six for nine batting performance, while Goodman drove in three runs in game two. Danny DePaoli '18 and Gavin Schaefer-Hood '21 earned victories on the mound for the Continentals, with Ian Nish '19 picking up the save in game one.

The Continentals team had an eventful weekend on the road at Amherst, posting two razor thin losses during a Saturday doubleheader after their Friday game was postponed. This was Hamilton's first NESCAC action of the season after recording an out of conference record of 6-7. The team has been streaky this year, beginning the season with a disappointing seven game losing streak, before rattling off six straight wins to right the ship. Riding this wave of success, the Continentals were hoping to do some damage as they travelled to Massachusetts for their tilts with the Mammoths.

Senior pitcher Spencer Vogelbach '18 started the game, and put together two and 2/3 innings in which he gave up four runs on six hits, while striking out two before

*see **Baseball,** page 14*

PHOTO COURTESY OF DAWN CARROLL NISH

**Schaefer-Hood '21 earned a win against SUNY-Canton in late March.**